THE DEBATER'S MAGAZINE

A Quarterly Journal of Debate and Speech Activities

CONTENTS

ARTICLES

MINNESOTA STUDENT UNITED NATIONS, W. S. Howell

LET'S NOT DEBATE, Willis F. Dunbar

LET DEBATE GO ON, Vernon E. Beckman

WHAT DO YOU MEAN — NO DEBATE?, E. R. Nichols

FEATURES

PRESENTING RUTGERS COLLEGE

THE OLD PRINCETON DEBATING SOCIETIES

DISCUSSION TAKES THE AIR

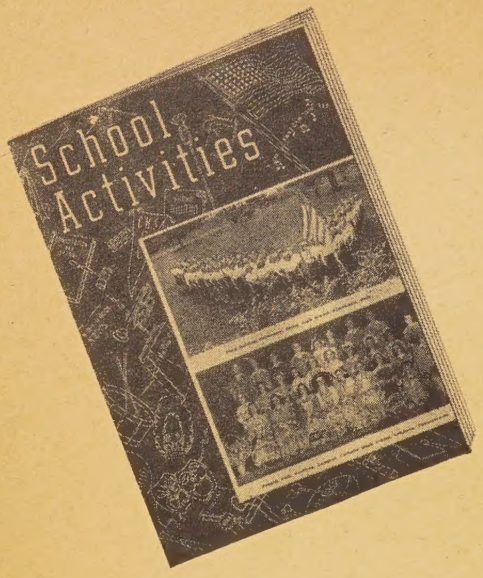
EVALUATION OF DISCUSSION

DRAZHA MIHAILOVICH — AN ORATION, Yvonne Battin

SPEECH PERSONALITY — Ray K. Immel

ALONG THE TOURNAMENT FRONT

VOL. III DECEMBER, 1947 No. 4



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CONTENTS

Articles Page

Let's Have A Student United Nations, II. William S. Howell 191
Let's Not Debate, Willis F. Dunbar 193
Let Debate Go On, Vernon E. Beckwan 195
What Do You Mean — No Debate? E. R. Nichols 197

Features

Presenting Rutgers, George H. Holsten, Jr. 210
Dean Ray K. Immel, Southern California University 228
The Season's Calendar — List of Contest Events 231

Departments

Evaluation of Discussion, Wayne Thompson 200
Drazha Mihailovich, an oration, Yvonne Battin 204
Debate Brings Book Characters to Life, C. A. Bristow 205
Old Princeton Debating Societies, David Potter 208
Coaching Non-Academic Debate, Ralph Hutton 215
Resolved, that a Federal World Government Should be established — a bibliography, by Emil R. Pfister 217
Discussion Takes the Air, Howard C. Hansen 221
Here Are The Answers, George McCoy Musgrave 223
What About This "Compulsion Won't Work" Argument? E. R. Nichols 230
Editorials and Comments 225
Book and Magazine Reviews 226
News Notes and Personals ..... Distributed

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VOLUME III NUMBER 4

Let's Have a Student United Nations, II*

The Minnesota University Student U.N. Conference

By WILLIAM S. HOWELL, *Director of Forensics, Universtiy of Minnesota*

SINCE my purpose is to supplement Mr. Alexander's story of the Wisconsin Student United Nations Conference by relating significant details of our experience with such conferences in Minnesota,I will not need to repeat details of preparation and programming which were similar to those already related.* I will first present a little background of our conferences and then concentrate on comparing the conclusions we have reached with those stated by Mr. Alexander.

There have been two Minnesota Student United Nations Conferences in the House Chamber of the State Capitol in St. Paul, 1946 and 1947, and with the one planned for next spring it will become an annual, statewide foresnsic event. Both high schools and colleges take part, high schools sending two delegates, and colleges four. The conference runs for two days, and the program we developed in our first conference in 1946 served as a pattern for both Wisconsin's and Minnesota's 1947 Student United Nations. Our 1947 conferences were held the same week-end, May 2, 3 for Minnesota and May 3, 4 for Wisconsin.

The Varsity and Freshman Debate squads of the University of Minnesota sponsor the event as their spring quarter project. We pioneered a bit on the conference in 1946 and, having no model to guide us, laboriously devised a pattern from whole cloth. We're glad that our trial and error experiences could benefit both Wisconsin and ourselves in 1947. Folks in Minnesota seem to like the idea, judging by their enthusiasm and cooperation. All who have attended so far want to come back; they say the affair is a fine combination of a worthy cause and excellent speaking experience.

This spring we had almost exactly one hundred delegates, a few more from colleges than from high schools. Our guest speaker and visiting expert was Francois De Rose, Embassy Counselor to the French Delegation to the Security Council. He contributed a rousing keynote address and stayed with us throughout the conference as trouble shooter extraordinary. The recipe for getting out of a jam in committee hearing or floor debate was to send for M. De Rose, who patiently explained the U. N. way out of the difficulty. Much informal education about U. N. affairs took place in this way, and M. De Rose was an invaluable aid to the success of the conference.

Speaking experience for the delegates included short extemporaneous speeches, committee hearings, conference discussions in national delegations and U. N. commissions, and parliamentary debate in the General Assembly. There was no judging of the speaking; the motivation, and plenty was present, came from topics discussed and the occasion. Two veteran members of the Varsity Debate Squad served as presiding officers of General Assembly sessions with a faculty member serving as parliamentarian. Members of the Minnesota Student Federalists, an organization advocating world government, were present as active lobbyists, and succeeded in appearing before several commissions and the Security Council.

Holding the U. N. Conference in a legislative chamber of our state capitol proved to be a great asset. The dignified setting helped to establish the illusion of reality so essential if the student speaking is to "ring true." Governor Youngdahl gave us a fine start by helping us to get permission to use the capitol and by sending a stimulating message to the opening session. We found that small items such as well-printed signs, typed badges ready for each delegate upon arrival, a military guard of

*Note. See last issue (Sept. 1947), p. 139.

honor (from the University R.O.T.C.) for the opening session, a press box with reporters and news photographers, and an efficient administration of details of the conference paid off in terms of heightened interest and effort of the delegates. At the conclusion of the last session each student received a handsome "certification of attendance" to the Second Annual Minnesota Student United Nations Conference. We thought it important that each delegate should have recognition of his work to take home with him.

There was no formal evaluation to rate commission discussion or parliamentary debate. Faculty members from participating schools "sat in" on the various sessions as observers, and many reported their reactions, though that was not required. This was done to relieve students of all outside pressure; I believe, however, that next year the Minnesota conference will organize the visiting faculty into a corps of observers who will record their opinions of the various group discussions on simple forms similar to those used at Wisconsin this year. Their summarized evaluation should help both delegates and administration to improve efficiency at the next conference. The fact that group work is being rated should not disturb the performance of the individual.

Mr. Alexander's description of the reaction of college delegates to the presence of active and capable high school delegates was interesting. We found the same symptoms, though perhaps not in the same degree. It was startling to realize that in watching commission discussion or floor debate you could not distinguish high school from college students! Our high school delegates at both conferences were a capable lot, at least the equal of the college group, though not noticeably superior in cross-section or in outstanding individual speakers.

I considered the result of mixing high school and college speakers to be wholesome. The high school delegates outdid themselves to make a good showing in the college environment, and the college students, after the initial shock of being outclassed by high school speakers, really got down to business in an effort to keep ahead of their younger rivals. This type of competition seemed to be healthy and productive. Although a few of our college delegates registered the opinion that high school students should be excluded, most of them enjoyed the experience of "cutting across the line." Next year we intend to have the approximate 50-50 mixture of college and high school people we had in our last conference.

We agree with Mr. Alexander's suggestions concerning the inadvisability of separate sessions for (1) presenting and arguing for legislation, and (2) floor debate and voting. Next year we, too, plan to have the entire second day devoted to presenting, debating and voting on one commission report after another. We do not agree with his contention that the agenda should be limited to three or four topics. This year we had ten commissions, each with a specific topic known well in advance. Each student prepares in detail on only one topic and has plenty of time to do it. In this way the agenda can deal with most of the key problem areas in the real U. N. Next year we plan to continue with the same number of commissions and topics but with each topic of smaller scope.

The need for an early beginning of preparation stressed by Mr. Alexander deserves re-emphasis. His six-months-in-advance deadline for invitations seems to be sound. As soon as school starts this fall we will go to work on general plans, invitations, tentative agenda and procuring a keynote speaker for our third conference already scheduled for the first week-end in May. Possibly beginning that early will reduce the hectic last minute rush of getting the affair under way, but we aren't sure that is possible!

The annual Student United Nationas Conference impresses those of us who have tried it as a worthy successor to the student congress. It has been stimulating to students who take part and to faculty members who have been associated with the activity. It serves as an interesting, non-competitive climax to a forensic season. Such a conference is broadly educational in world affairs and global responsibility as well as in providing a variety of motivated speaking experiences. It has more interest for the public than have our standard forensic activities. Every news release about a Student United Nations Conference is a reminder to our citizens that the real U. N. is as important to our future as the next pay check.

In short, this seems to be a good cause. We would like to see student speakers all over the U. S. gather together each spring in Student United Nations Conferences to consider the problems of the U. N. Such a program would merit the lofty title—"training in world citizenship."

The Beta chapter of Delta Sigma Rho, located at Bates College, Lewiston, Maine, has issued an illustrated bulletin on "Fifty Years of Debating at Bates College." International debating is featured, of course, also the all around character of Bates debating. Also attention is called to the great public questions in the history of our country reflected in Bates debating.

Rex Gunn, Eugene, University of Oregon student and Register-Guard reporter, won second prize in the 1946-1947 Intercollegiate Peace speech contest, it was announced recently. The $30 prize was given after Gunn, a veteran, submitted his work, "An Oration on Peace," to the national association in manuscript form. He won first place in the Oregon contest and a $50 prize last February. The oration has been selected by the Ohio Council of Churches for their annual Prince of Peace Declamation contest and appears in their book of orations to be used this year.

Let's Not Debate*

Pupils Should Learn the Techniques of Settlement, Not Argument, in Our Schools

By Willis F. Dunbar

Not so long ago debating, next to athletics, was the principal extracurricular activity in schools and colleges. In recent years it has declined in popularity. This has not been due to any lack of zeal for it on the part of educational leaders. It has become harder to recruit audiences to listen to debates and students to participate in them.

Many adults, remembering that they first gained confidence before an audience by means of debating, may regret the gradual disappearence of organized argument from the list of activities at their alma mater. But I doubt whether alumni or teachers have often pondered upon debating as related to the efforts of educational institutions to prepare youth for citizenship in a free society. Considered in this light, no case can be made for it. On the contrary, the attitudes and habits engendered by debating are inimical to the successful functioning of democracy.

Let's try to recall some of the techniques of debating as practiced in our schools. The first step was to select a controversial question which had two sides. Then affirmative and negative "teams" were chosen, and pupils were set to work preparing arguments. Presently the great day came when opponents were seated around tables on a platform, and in turn arose to hurl the arguments they had prepared against the other side. Judges, placed at strategic points in the audience, were assigned the job of weighing the arguments presented and the speaking ability of the participants.

It was poor form to admit your opponents were right in anything. Neither side was convinced by the other, and no one expected it to be. At the conclusion, the judges rendered their decision in favor of the affirmative or the negative. The winner rejoiced and the losers at least pretended to be good sports. Then all hands went home. The question at issue was not settled, and generally the audience (and the debaters as well, for that matter) were more uncertain about a solution than they were before the debate.

In any activity fostered and promoted by a school or college, there should be some educational values. Many were claimed for debate, and some of them were valid. It promoted the study of public issues. It gave the participants an opportunity to speak in public and to gain confidence in themselves. And it may have done something to promote good sportsmanship. All these are desirable objectives in education. But every one of them could be achieved by other means.

You don't have to debate public issues in order to study them. There are many other occasions besides a debate on which students could practice speaking before an audience, and the varied activities of the school, both in the classrom and out, afford abundant means for promoting good sportsmanship. If debating is a bad way of training democratic citizens, then it is incumbent upon the schools to find other means of inculcating the valid values claimed for debating.

The central task in a free society is to find a common ground upon which persons and groups holding conflicting views can stand. This goal can be attained only through compromise. None of the great issues before us today can be resolved by a clear-cut victory for either of the opposing sides.

The current differences between labor and management, for instance, cannot be met by choosing between two extremes. Labor will not get all it wants, and neither will management, unless we want to forsake the path of peaceful, orderly procedure and resort to violence. The challenge to statesmen is to find solutions in which both sides acquiesce, even though they do so reluctantly.

After all, our Federal constitution is a bundle of compromises. Few, if any, of the framers were satisfied with the finished product. But both aristocratic and democratic factions consented to it in numbers sufficient to secure its ratification, because they felt it was "the best they could get." In short, it was acceptable common ground.

The great advantage of dictatorial regimes is that they can get things done, even if they do wrong things. The most notable weakness of democracy is the difficulty of reaching conclusions and moving on to action. The outcome of the late war affords no guarantee that we can continue to flounder in the future and get away with it. We finally reached a conclusion about our role in the

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The Clearing House Editor's Note: *Mr. Dunbar goes much beyond the mere question of high-school debating in this article. He is concerned about the whole social technique of argument, and its bad results at a time when compromise and action can be our salvation. He shows how we can stop "glorifying argument for its own sake" and instill in our pupils a respect for the idea of "settlement." Mr. Dunbar recently was professor of history and Dean of Kalamazoo College, Kalamazoo, Mich. He is now news commentator for Stations WKZO in Kalamazoo and WJEF in Grand Rapids, Mich.*

*Reprinted by special permission from the Clearing House of October, 1946.

war, but only when the Japanese forced us into it by their incredibly stupid attack on Pearl Harbor.

Up to that time, the chief bulwarks against the onward march of the totalitarian states were the English channel and the resistance of two other dictatorial states, the Soviet Union and China. The democracies, Britain and America, plus the Soviet Union, possessed by far the greater share of the resources needed to fight a war. The war was won by the allies in spite of democracy, not because of it.

We hope to be able to build a peaceful society in the future, not one geared to war. The necessity for quick decisions and prompt action is not quite so pressing in peace time as in war time. But this does not mean that we can debate endlessly on pressing social problems when the general welfare is crying for action. If we expect to retain our free institutions, we must learn to compose our differences.

Democracy has been many centuries abuilding. And the process is still far from complete. We have learned to treasure freedom of speech, and rightly so, for in order to win it many sacrifices were made. But it is wrong to regard it as an end in itself; it is merely a means.

Behind the right of free speech is the conviction that right decisions can better be reached if everyone has his say than by authoritarian proclamation. We often lose sight of this basic truth. We glorify free speech for its own sake. We praise a person who sticks by his convictions through thick and thin, especially if he possesses the talent of voicing them eloquently.

Involved in this attitude is the medieval code of personal honor. Wars were not fought so much for causes in the Middle Ages as to provide an opportunity for men to display their valor and courage. It didn't make so much difference which side won so long as the honor of the participants was vindicated.

Argument, whether around the stove in a country grocery store, or on the floor of Congress, or on a college debating platform, is carried on with something of this same code. You commit yourself to a stand on some question, and then you harry your brains to discover ways and means of defeating that stand. It doesn't occur to you that you might admit that you are convinced by the opposition; to do so would almost be felt a personal disgrace. It becomes a verbal battle on the medieval pattern, where no one cares so much about the cause as he does about defending the side he has chosen.

A classic example of the disastrous consequences of a stubborn insistence on no compromise is the debate over the ratification of the League of Nations Covenant by the United States after World War I. Had President Wilson been willing to accept some of the reservations proposed by Republican senators, the United States, in all probability, would have become a member of the League. Had that happened, it is possible that World War II might have been prevented.

We know now that Wilson was right in his basic contention for an association of nations, but as a political statesman he was a tragic failure. In due course, Wilson will probably be hailed as a prophet, even though he failed as a practical statesman. Woodrow Wilson, the prophet, could not prevent World War II, but if he had been a practical statesman he might very well have done so.

It is our custom to remember the proponents of great causes and to forget the compromisers. More often the latter are scorned as "politicians" and "fence straddlers." This is wrong, and we shall have to learn to appraise properly the importance of compromise if free institutions are to survive. It is no accident that free speech has developed mainly in England and the United States, two nations which have long been protected from foreign invaders by bodies of water. Quick decisions were not required by the exigencies of war. Nor, in a day when that government was best which governed least, did domestic problems demand an active government. But all this has changed.

No longer does the English channel safeguard Britain from invasion, nor even the Atlantic ocean the United States. And in addition, the mechanization of industry plus the increased division of labor and general interdependence call for an active instead of a passive government to keep our economy functioning. This means that we can no longer afford the luxury of argument. *Our attention must be shifted from the debating of an issue to the settlement of an issue.*

This need not mean any curtailment of free speech, but rather a re-definition of the objective of free speech. Society does not give the citizen the right to speak his mind only in order to afford him the satisfaction of "getting something off his chest." Nor is the sole purpose of free speech to give orators an opportunity to display their talents. It is true that where there is freedom of speech there is less likely to be revolution. But today, in our complex world, that is not enough.

Free speech must be regarded as a means of recruiting ideas for the setttlement of problems, as a means to an end. The democratic faith rests on the belief that in this manner better decisions can be reached, decisions socially more valid, than by decree. But the focus of free speech must be settlement, not argument.

This fact has immense significance for educators. We cannot suddenly eliminate our ancient habit of glorifying argument for its own sake. It will have to be built up through our schools and colleges. Although there may be a few educators who, for the sake of peace, would like to keep controversial issues out of the classroom, the vast majority realize that any such attempt is unrealistic. The question is how to approach these issues.

The teacher can bring out the facts involved in an issue, or help the pupils do so, and then ask, "Which side do you think is right?" Students may then line up on

one side or the other, depending, perhaps, as much on their prejudices as on the facts adduced. Then there will be argument—and no decision, or if there is one it will be artificial. The participants may be divided into teams and a debate staged. But such a procedure is utterly unrealistic. It puts the emphasis on argument rather than on settlement.

As evidence of this fact, we need only to study the procedure of Congress. Full-dress debates on an issue nowadays are rare. What oratory there is on the floor of Congress is more for public consumption than to convince opponents. The real work of Congress is done in the committee rooms, where differences are threshed out and compromises reached. A satisfactory decision must be one which is not only approved by the majority but also acquiesced in by the minority. For if the minority refuses to acquiesce, then there is filibustering, delay, and evasion.

That is why it is unrealistic to give students the notion that any major issue can be settled satisfactorily by a majority vote alone. The decision of the judges after a debate, or an audience vote, is therefore quite artificial.

The question teachers must pose to their students on controversial public issues is simply "How can this be settled?" From the outset the emphasis should be on facts. And the facts should include not only pertinent data on the issue itself, but a careful consideration of the attitudes of sizable segments of the people toward it. To interpret the meaning of the facts at issue there should be free discussion, but this should not descend to the plane of argument for argument's sake.

If a particular group of students does not represent a fair cross-section of public opinion, they may suggest a solution which disregards the viewpoint of some large group. It then becomes the duty of the teacher to emphasize that in settling the issue, the attitude of this group cannt be ignored.

Students are apt to propose a solution that is highly realistic but quite impractical. Then the teacher must bring out the reasons for the immediate impracticability of the solution while not destroying the idealism of the students.

The procedure must go beyond the question of which side is right, or what the solution *should be,* to what the solution *can* be. If a student has a strong conviction about the issue, the challenge to him should be to find a way of getting as much as he can without jeopardizing the whole structure of settlement.

If the thesis developed in this paper is correct, there is no place for debating in a school which aims to prepare its pupils for democratic citizenship. We do not need great orators or great champions of causes in our time so much as we need leaders who can make those delicate adjustments between groups essential to the settlement of such public issues. And we need a citizenship which will point discussion toward solutions.

On this hinges the future of free society. Discussion in the classroom should be purposeful in terms of reaching agreement. It should not be an end in itself. Let's discuss the great issues in our schools and colleges, let's encourage solution-finding, but let's not debate.

Let Debate Go On*

Answer to Dunbar's "Let's Not Debate"

By VERNON E. BECKMAN

Does high-school debating develop narrow-minded, prejudiced individuals who are able to see only one side of a question and who stick to that one side no matter how great may be the weight of evidence against them? If this criticism of debating as voiced in an article by Mr. Willis Dunbar in the October 1946 issue of *The Clearing House* is correct, then the conclusion that debate is poor citizenship training and should be banned from the schools is inescapable. But is it true?

Perhaps the best evaluation of the amount of good, or harm, done by debating can be made by examining just how debating is actually carried on these days. A logical starting point might be found in the selection of the question for debate.

Choosing and wording the annual high-school debate topic is no haphazard business. Topics which receive the greatest number of votes from debate coaches throughout the country are presented and discussed at the national convention of teachers of speech, at which time three are selected and submitted to the coaches again for a final vote. The winning topic is then given to a wording committee composed of distinguished and competent college professors. The resulting proposition is thus one that deals with a significant and timely problem, one that is entirely within the grasp of high-school students, and one on which both public opinion and available evidence are fairly evenly divided.

It must be admitted that the topics chosen, as well as their wording, seldom, if ever, permit any realistic compromise. Consider this year's question: "Resolved: that the federal government should provide a system of complete medical care available to all citizens at public expense." What room is there for compromise? Either the action should be taken or it should not.

*Reprinted from "The Clearing House," with special permission.

To suggest that medical care should be provided by the states rather than the federal government, or that it should be provided only for the needy might lead to good negative argument that would convince a judge or an audience. But whether this question is argued by high-school debaters or by Congressional legislators, both of which are being done, the decision must be reached definitely, one way or the other. Either we should have National Health Insurance or we shouldn't, in terms of the sttement of the high-school debate question. Either we will have it or we won't, in terms of concrete political action.

In preparing for a debate, students read widely on both sides of the question, including historical background material, and on related topics. In order to appreciate the strength of his own arguments, as well as be able to answer those of his opponents, the debater must be thoroughly familiar with the principal contentions of either side. He discovers that no controversial point can ever be fully established, that there are good arguments and evidences on both sides. He learns to analyze and weigh both reasoning and testimony in a scientific, unemotional manner. He is taught to avoid unsupported assertions, exaggeration, name calling, jumping at conclusions, and undue reliance upon authority. He discovers that to impress a judge or an audience favorably he must show courtesy and respect for his opponents and maintain an attitude of reasonableness at all times. All of this should make him a more tolerant and broad-minded individual.

To be sure there is a type of debating which does not accomplish these results. No doubt there are still some debaters who memorize speeches prepared for them by their coaches, and who even have memorized answers for all of the probable arguments of their opponents. In such cases, a debate is not really a debate at all, but rather a contest declamation. Under such conditions, debate may deserve all of the criticism directed against it.

In an actual debate the speakers do stick to their own side of the question, but properly understood this represents neither obstinacy nor intellectual dishonesty. The debater need not even believe that his side is right, and often, especially in college tournaments, the same students are called upon to defend, alternately, both sides of the proposition.

All that the debater is supposed to be doing, and he should understand this, is to present to the best of his ability, one side of a controversial issue. Yet even so he finds it possible and usually advisable to concede some points to his opponents. And when the season is over, debaters may and often do express an honest doubt as to which side is right. Therefore, in the opinion of the writer of this article—formerly a debater and now a high-school debate coach—debate does not breed prejudice, intolerance, and narrow-mindedness, but exactly the opposite qualities.

If compromise is to be regarded as the greatest of all good things, and if compromise is to be sought after for its own sake, a strong attack might be made upon debate despite all of the educational benefits I have mentioned. But not many would subscribe to this thesis. Much of the compromising done in legislative committees smacks a bit of the log-rolling variety, of the exchange of political favors. While this may be the practical method of politicians, it is far from the ideal. And the final fate of any piece of legislation is still decided by open debate in the legislative chambers. If it be said that Congressmen do not hope to convince one another, but debate merely for public consumption, then the same thing is true of high-school debating. But let us not forget that an intelligent and informed public opinion is the mainstay of demorcacy.

Finally, it is not necessary to abolish debating in order to gain the benefits of other types of discussion. Debating and panel discussions are not mutually exclusive, but are actually being held in many schools and colleges.

Athletics, because of its more spectacular nature, may have drawn away our cash customers to the point where debate is no longer profitable financially, as it once was; but for the sake of the true educational advantages it offers to some of our most gifted students, let debate contine.

Prof. R. D. Mahaffey headed the Tournament and United Nations Congress held at Salt Lake City while the National Convention was in session. The events were well attended.

Prof. Alfred Westfall, former editor of the Pi Kappa Delta Forensic, is on leave of absence from Colorado State College, Ft. Collins, this year and is studying at the University of Missouri.

Prof. S. R. Toussaint, former coach of debate at Greeley State College, Colorado, and at Monmouth College, Illinois, is now Director of Personnel at the Greeley institution.

M. Harold Mikle, last year at Ripon College, Wisconsin has joined the speech staff at Bowling Green University, Ohio, this year.

Mrs. Irene Lighthiser is the latest high school coach to receive the Diamond key of NFL. She has taught at Orlando, Florida, for a number of years.

L. D. Schreiver has returned to coach at the Charleroi High School, Pennsylvania, once again. He and Thelma Vezzetti will divide the work there which has become too heavy for one teacher.

Clifton Cornwell, Jr., is the new speech teacher at the Univ. of Hawaii. He was a member of the Negative team on the convention debate opposing LeRoy T. Laase of Univ. of Nebraska and Prof. E. C. Buehler of the University of Kansas. His teammate was Victor M. Powell of Wabash College, Indiana.

What Do You Mean--No Debate?

An Answer to Willis F. Dunbar's "Let's Not Debate"

By E. R. Nichols

In beginning his article against debating, entitled "Let's Not Debate" in the October 1946 number of *The Clearing House*, Mr. Willis F. Dunbar says almost immediately:

"I doubt whether alumni or teachers have often pondered upon debating as related to the efforts of educational institutions to prepare youth for citizenship in a free society. *Considered in this light, no case can be made for it.* On the contrary, the attitudes and habits engendered by debating are inimical to the successful functioning of democracy."

If no better case can be made for debate than Mr. Dunbar has been able to make against it, debate is certainly in a bad way. We'd like for him to prove that the habits "engendered by debating are inimical to the successful functioning of democracy."

And may we point out right now one of the chief things about Mr. Dunbar's writing which makes us instinctively and immediately distrust him. He has chosen to write upon a controversial subject without using argumentative methods as taught by the best composition and English teachers of the country. He expects us to accept his assertions and far-reaching statements without question, without proof or evidence, upon his say so, and without investigation. Thank you, no, Mr. Dubar. We prefer to do our own thinking.

Mr. Dunbar's mistake is a common one. It is called in English books—rash generalization. And that means—a broad, general statement without support, evidence, proof, or demonstrated truthfulness. In other words, an assumption, not a truth.

No real debater would allow himself to be caught in such a predicament, which probably means in this case that Mr. Dunbar's experience personally with debate must be rather limited. This may be an unfair inference, but until Mr. Dunbar gives evidence to the contrary—suppose we make a very logical assumption.

If these sentences near the opening of Mr. Dunbar's article were the only instances of broad generalization in his diatribe against debate, we would not be quite so severe, but there are many more, as we shall point out as we proceed. So we venture to suggest in the beginning that Mr. Dunbar get a book on debating or argumentation or on Rhetoric and Composition and read up on the "rash" generalization or nonsupported statement.

Mr. Dunbar expects reasoning persons, with fairly creditable I.Q.'s, to accept his gratuitous remarks against debate as established dicta of education. As a matter of fact, this assumption frankly is not true. If it were, there would be no debating, and we all know that many of our best universities and colleges, teachers' colleges, high schools and junior colleges, make a practice of debating. What is more, they are not showing many signs, as he assumes, of abandoning the practice. To an impartial observer debate would seem to be on the increase rather than on the decrease.

Next Mr. Dunbar brushes lightly over what he would term a typical debate, makes a pretended generous attempt to state the benefits of debate (incidentally damning debate with faint praise), and openly doubting the sportsmanship of debaters. He then makes another tremendous assumption:

"The central task in a free society is to find a common ground upon which persons and groups holding conflicting views can stand. This goal can be attained only through compromise."

This writer takes violent exception to these two assumptions which Mr. Dunbar nowhere proves or supports. He merely makes them.

It is our belief that free society adopted a form of government which has been called democracy as their "compromise" upon which "to stand" a good many years ago. And the essence of that democracy is not "compromise" nor "common ground," but "majority rule," and in addition "minority protest" and a right to attempt to become the majority. These principles, we contend, characterize democracy rather than compromise and backslapping. We stand ready to put up an argument for them.

Do not misunderstand me. I do not deny the efficacy and desirability of compromise. It is true that compromise is often resorted to and is a useful procedure, but there are times, and there are issues upon which men will not compromise. And when that ground is reached it means one of two things: Submission to the will of the majority, or rebellion and war.

We all understand human nature well enough to know that the time for compromise soon passes. There has to be a decision. And if two sides are holding out against each other, it means an election or a vote or a decision by the persons involved. The result is what we call "ma-

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Editor's Notes-*Egbert Ray Nichols is Professor of Speech at the University of Redlands, California; is Editor and Founder of the Debater's Magazine; is Editor of 23 volumes of Intercollegiate Debates; co-author with Dr. Joseph Baccus of Modern Debating (W. E. Norton Co.), and has had forty years of experience in coaching college debaters. Naturally he thinks Professor Dunbar doesn't know much about debating, and proceeds to tell the world why.*

jority rule," and it is the very essence of democracy. In our country history provides many more instances of majority rule than it does of compromise. For that reason, we indict Mr. Dunbar's judgment upon his acceptance of the wrong thing as the center of our free society or democracy. We'd like for him to prove that majority rule is not the essence of democracy, and that it is "compromise," or should be compromise. He does not do it in his article.

Incidentally, Mr. Dunbar makes anther generalization soon that he no doubt would have considerable difficulty in supporting:

"The war was won by the allies in spite of democracy, not because of it."

However, as this is irrelevant to the subject in hand, we shall pass it by.

We agree with him that democracy has been many centuries in building and that the process is still far from complete. We agree with him in treasuring free speech. We agree also when he says:

"Behind the right of free speech is the conviction that right decisions can better be reached if everyone has his say than by authoritarian proclamation."

When organized, is not the right of free speech "debate" pure and simple? If everyone is to have his say, and if that leads to right decisions, how can Mr. Dunbar cry out, "Let's not debate"? He sees no chance to find the right in conflicting opinion or to present arguments until a conclusion can be reached.

To get out of this dilemma he assumes that we talk too much, because we love to talk. He says we glorify speech for its own sake. That a man who is a good speaker, who takes a side and sticks to it without compromise, should not be idolized or held to be a hero. He implies that he is just a big chump, or a medieval warrior who fought for personal honor rather than for truth. So quit honoring Daniel Webster and Henry Clay.*

He indicts President Wilson for his uncompromising attitude on the League of Nations. Here he sticks his nose into a question over which men can still argue and dispute to their hearts' content, but can hardly settle or decide. Dare we conclude that if America had been in the League of Nations there would have been no second world war? Dare we conclude the U.S. would have joined the League if President Wilson had compromised? I'd hate to have to make a convincing case for that assumption.

But let us pass this and get back to the real subject. Mr. Dunbar says that "free speech" arose in England and America because they were isolated by large bodies of water and did not have to make hasty decisions—could, therefore, afford the luxury of argument and much talk. Without going into it, I would like to point out that this is another debatable assumption. There might be a host of other good reasons, and personally I think there are.

He goes on to say that "our attention must be shifted from the debating of an issue to the settlement of an issue."

I'd like to ask him how he proposes to settle the Labor-management issue quickly? And if he thinks it can be done without a lot of argument and free speech? Also if he believes that argument and free speech will be "focussed on settlement?"

Next he indicts the necessity of debate in democratic government by saying: "Full dress debates on an issue nowadays are rare. What oratory there is on the floor of Congress is more for public consumption than to convince opponents. The real work of Congress is done in the committee rooms, where differences are threshed out and compromises reached."

He adds that: "it is unrealistic to give students the notion that any major issue can be settled satisfactorily by a majority vote alone."

Now let's look at this situation and see if Mr. Dunbar is correct. The author has read enough committee hearings to take issue with him on the procedure. .Committees do not necessarily compromise and settle differences. They hold hearings, they listen to arguments, to papers, to brochures submitted by citizens interested in the proposed legislation. Then they vote and the majority rules in deciding the clauses of the bill to reach the floor of Congress. They may compromise and agree, but often there is a minority report, or the minority submits to the majority. On the floor there is argument and attempted amendment. To Mr. Dunbar this means nothing but hot air for the public. How wrong he is! If he realized the truth he would not make light of this Congressional maneuvering, for it is an essential part of the legislative process. He says the debate influences no one. I do not like to intimate that he is deliberately misrepresenting—he's just mistaken—if men did not change sides because of arguments, how does it happen that they do change sides? Suppose Mr. Dunbar looks up the passage of the Taft-Hartley bill over the President's veto. Some Senators changed at the last minute. Did these men listen to arguments and adjustment and changes in the law made by the Joint committee of the House and Senate, where, as Mr. Dunbar maintains, some compromises were necessary to unite a majority, or were they bribed, or did they follow unworthy motives? We'd like for Mr. Dunbar to say. We deny his assertion that our Congressmen and Senators have no influence over one another. That they do not listen to argument. That debate is not necessary to Congress and to legislation.

When it comes down to being unrealistic, possibly it is Mr. Dunbar who is filling these shoes after all.

Mr. Dunbar says we need only to study procedure in Congress to see that debate is of no consequence—that compromise is the thing. He cites the committee, but

*It was Clay, the compromiser who said he would "rather be right than President." Why the poor chump; another compromise might have elected him!

compromises are arranged in only one—the House-Senate Conference Committee after both houses have acted on different and separate bills and the two are merged into one bill and ratified by both houses. If he thinks this is accomplished without some debate he is a badly mistaken man. Yet it is here that his recommended process gets its best and practically only chance in Congress, except on the floor occasionally. Many bills pass without the necessity of a Conference committee. Most committees act on a basis of majority rule; compromise is only incidental. So here, once again we must indict Mr. Dunbar for ignorance or misrepresentation of Congressional procedure... He has made another assumption he cannot prove to anyone who knows how Congress really works.

Now finally, Mr. Dunbar assumes that we should train for compromise in the schools and not for skilful debating. He does not give us any procedure or technique for doing this. He does not cite any methods. He does not point out any successful results of such training. In fact, he assumes the virtue of "Compromise" without giving us reasons, technique, or procedure satisfactory in an educational process. Could it be that Mr. Dunbar's lack of training as a debater is responsible for this omission? Or is he just naturally a cowardly debater who is afraid to use a counter plan, but insists on naming one, and then is afraid to outline it for fear the opposition would soon tear it to pieces?

May I say in conclusion that Mr. Dunbar will have to prove some of his various assumptions before he will ever be able to convince persons who do know debate that it is harmful or useless. The writer has seen too many good and useful men grow up on debate into high class citizens to accept Mr. Dunbar's unsupported assertions that debate is harmful, non-educational, and just a fine example of frustration. Why Mr. Dunbar says they settle nothing! How sad! Can he see into men's minds and find out what educates and trains them? What helps them make up their minds? What enriches their views? What builds up their citizenship values? What teaches them to organize their views. What equips them to answer opponents and to hold up their ends as citizens? Are habits of research intuitive or learned? Does a debater have to learn them? If Mr. Dunbar would change his spectacles and take another look perhaps he might discover something about debate that he could approve. Very few debaters land in jail. Their common destination is law, the ministry, education, the legislature, Congress, the Governorship, and other positions we are taught to honor. The reason is that debate appeals to the gifted young men and seems to be an excellent stimulus and an excellent tonic for their intellects.

Debate is an intellectual process, and a game of brains, and a most enjoyable one for those who have the mental skill to play it. And Mr. Dunbar might learn that a college debater, well trained, is a good man to back against most any "stuffed shirt" who thinks his own unsupported opinions are right and fundamentally sound without proof, support or demonstrable evidence. A debater will call you if you shoot off without any backing. He is trained to do just that thing.

If Mr. Dunbar had any debate training we do not see how he could have made so many absurd and rash generalizations that he did not prove, and felt no obligation to support. There is no evidence that he realized that he was treading on rubber ice. He seems to be oblivious to the fact that he has left himself wide open. If one of my debaters did that he certainly would get a dressing down from his coach. Maybe even Mr. Dunbar can learn something from the intellectual game he despises so heartily.

At least he should learn not to write articles for publication on debatable issues without using argumentative methods. Perhaps we have been a bit severe on Mr. Dunbar, but when any one attacks an educational process upon which one has spent many valuable years of his life as a teacher, a natural resentment arises. One has to let the world know that in this case there are two sides to the subject. If Mr. Dunbar desires to reply and to present his side more convincingly, these pages are open to him free and without charge, and we shall undertake to find plenty of debaters with sufficient or unusual intelligence to answer him.

NEWS NOTES

Carroll P. Lahman has accepted a part time position at Pasadena College, and will teach two courses in Public Speaking and coach the debate and Speech activities. Pasadena College in the days of Robert D. Clark was one of California's strong forensic institutions. It looks like happy days were there again with the coming of Professor Lahman.

The University of Denver is publishing in mimeograph about Nov. 1947, the papers of its Fifth annual Workshop in Basic communication. It will probably sell for about $2.

Delta Sigma Rho is installing a new chapter at the University of Nevada soon. Seymour Vinocur, former U. S. C. debater is coaching at Reno.

George McCarty, new mentor of debate and speech at the Indiana State Teachers College, Terre Haute, delivered a Commencement address at the Antigo High School, Wisconsin. He frequently speaks at service clubs.

The high school debate season is being formally ushered in by a Radio Broadcast over WGN from the campus of Northwestern University at Evanston, Illinois in November.

Dean LeRoy Allen of Southwestern University, Winfield, Kansas, died August 3, 1947 after several months of failing health. For twenty-five years he coached debate at Southwestern and he was very influential in the development of the debate tournament which first appeared as a college function at Southwestern College.

DISCUSSION DIVISION

Wayne N. Thompson, University of Missouri, Editor

The editor of the Discussion Division, Professor Wayne N. Thompson, of the Speech Department of the University of Missouri, would be glad to receive articles and contributions suitable for publication in this department of the magazine.

EVALUATION OF DISCUSSION

By Wayne N. Thompson
University of Illinois, Chicago Undergraduate Division

Early this year I wrote to a number of the experienced teachers of discussion and asked for their answers to the question, "How may the quality of intercollegiate discussion be improved?" Professors A. Craig Baird (State University of Iowa), Eugene Chenoweth (Indiana University), Paul Crawford (Northern Illinois State Teachers College), Lionel Crocker (Denison University), Clarence Edwards (Evansville College), Harold Jordan (Sioux Falls College), Leroy T. Laase (University of Nebraska), Brooks Quimby (Bates College), and Clayton H. Schug (Pennsylvania State College) replied. It is their ideas that form the real content of the article that follows.

1. Although the question deals specifically with discussion on the college level, and although all of the replies are from men who at present teach in colleges and universities, many of the statements that follow appear as helpful to coaches and students in secondary schools as to their counterparts in institutions of higher learning.

I

Quimby points out two of the shortcomings that are reported most commonly:

> The few discussions which I have heard have two main faults: one, the participants are not well prepared. They lack the care and analysis and the wealth of fact and opinion that debaters have. Two, the discussion does not "get anywhere." There is a maximum of talk and a minimum of constructive thinking.

Analyzing the problem, Crawford suggests these reasons for poor work in contests in discussion:

> Weaknesses Noted:
>
> 1. Too many directors of forensics look upon the discussion contest as a side-line, or as a secondary part of a forensic tournament, and consequently, enter students not trained in discussion, students who are not acquainted with the aim or the methods of discussion.
>
> 2. Those directors of forensic who consider discussion a minor part of the foresic program seem not to have impressed their students that discussion is not the pooling of ignorance. Mere glibness tends to be relied upon.
>
> 3. In the evaluation of discussion of the round table type, critics or judges have indicated that the rating of the chairman or moderator is especially difficult. The role of the chairman is admittedly somewhat different from that of another member of the round table discussion.
>
> 4. The emphasis on rankings and ratings tends to be carried over from other contests, with the result that there is inadequate concern for the development of reflective thinking and the skills of cooperative problem-solving.
>
> 5. In some discussion contests, the prescribed method of procedure is not well adapted to the number of discussants allowed in the group.
>
> 6. When a discussion contest is held in conjunction with a debate tournament, there is a tendency to allow less time for the discussion contest than for the debate tournament.

II

These, then, are some of the criticisms and certain of the reasons for ineffective work in discussion, but how

may we improve? The ideas that form this section provide at least a partial answer.

CHOICE OF TOPICS. Schug urges concentration upon "fewer topics—perhaps only one for the season—thoroughly prepared and effectively presented before many different audiences." Laase, perhaps thinking also of the need for more extensive research, recommends "using as the question for discussion: "What should be the policy toward . . ." the problem which the debate proposition seems to solve? For example, last year when the debate proposition dealt with labor-management relations, the question which we used for discussion was: "What should be our national labor policy?" He points out, also, that such a choice of question provides for better integration between discussion and debate training.

Chenoweth urges the choice of vital up-to-date discussion questions. "Current national or international questions of vital interest to the students should be selected for intercollegiate contests," he writes.

Baird speaks of the need for limiting the scope of the topic:

> The topic should be limited and the subtopic for each "round" should be sufficiently restricted to permit reasonably satisfactory results. Most discussions, including some under my supervision, are pretty much failures because the topic and its subphases are not sharply limited. It is far more satisfactory to spend two days in intercollegiate discussion on, "Shall Congress enact legislation requiring arbitration of labor disputes in public utilities and acceptance of the decisions?" than to discuss, "What program shall we follow in dealing with labor disputes?"

PREPARING FOR CONTESTS IN DISCUSSION

The writers devoted more space to this aspect of the question than to any other; at least to a number of them, careful preparation, including not only adequate research but also good teaching and careful training, appears to be key to any real improvement.

Several speak of the need for "thoroughness in preparation." In the words of Schug:

> The participants must be made to read, to dig for facts, and in the instance of debate, to carry on exhaustive group discussions in order to construct the strongest possible case, to be brief in detail, and finally to practice orally with the constant guidance of a competent coach.

The case, or the outline, he adds, must not be dominated by the coach.

Jordan outlines what "thorough preparation" is:

> The quality of intercollegiate discussion could be improved materially by placing more emphasis upon adequate preparation. To become proficient in the reflective thinking process, it is necessary to have considerable experience in its use. This can be acquired by employing discussion more frequently as a classroom device on a variety of subjects to be used in intercollegiate discussions. A carefully prepared outline with documented evidence would do much to improve the value of contributions by individual members. Too frequently speakers enter discussion as an extra event in an intercollegiate tournament, and depend upon volume of words rather than knowledge of the subject to achieve a rating.

To Chenoweth, thorough preparation for intercollegiate discussion means:

> First, the students should study discussion techniques in the class room or in extracurricular meetings in the home school. Second, the contest manager or committee should prepare tentative definitions and analyze questions on the problem, and should send these in advance to the schools which plan to participate in the discussion contest. Third, the students should investigate and study the problem. Fourth, before going to the intercollegiate contest, the students should practice discussing the contest question under the guidance of their forensic directors.

We have found an outline involving the following topics to provide a satisfactory "stock" plan:

1. What is the nature, extent and seriousness of the problem?
2. What are the goals to be sought in any satisfactory solution?
3. What are the possible solutions for the problem; their respective strengths and weaknesses?
4. What is the best possible solution for the problem?

Crawford, after speaking, also, of the need for training in the fundamental techniques, recommends

> Some instruction in semantics and logic,considered as complementary tools and not as miracles which will usher in Utopia."

Baird's three points concerning preparation will serve as a summary to this section:

> (a) Classroom instruction in a well-developed course or unit of instruction in discussion is necessary. The instructor should understand discussion, and his students should likewise have command of discussion techniques.
>
> (b) This instructor (both in class and in extra-class supervision) should relate his group to repeated discussional experiences on the topic proposed. *The usual research procedures should be followed through in discussion as thoroughly as is done in preparation for debate.* (Italics are Bairds.)
>
> (c) [An] intramural discussional program should be carried out that duplicates in every detail the later intercollegiate discussion performance.

ORGANIZATION AND CONDUCT OF CONTESTS

One specific suggestion for improving school discussions is offered by Edwards:

> Why can't intercollegiate discussion take a lesson from successful discussion programs in other situa-

tions? Why not use an outline, carefully prepared by someone who knows that he is to be chairman, and let this outline be shared with all members of the group? In the Tri-State Citizenship Conference, a high school discussion meet sponsored by Evansville College, will notify chairmen of their appointment and give them the names of the members of their group at least two weeks before the meet. The chairman prepares a tentative discussion outline and mails a copy to each member of his group, asking for suggestions. He has an opportunity to consider these suggested revisions a few days before the activity takes place. When the discussion occurs, still further deviations from the original outline may occur.

Jordan recommends the simplification of procedure. "Some sets of instructions," he points out, "become so involved that the speakers are more concerned with the mechanics of procedure than with the merits of the question."

Crawford makes three main suggestions for better discussion:

> We must experiment with and develop those methods or skills which tend to facilitate the cooperative exploration of a problem. As little a thing as a chairman's characteristic use of questions rather than assertions has preserved cooperation in many a group. Is it not possible to develop skill in questioning disagreeing discussants, not with a view to trapping them, but rather with the object of getting them to unfold their thinking so that the group may discover whether the disagreement is over what the facts are, the progress of inference from the facts, or different scales of values?
>
> . . . students trained in discussion should be able to evaluate discussion. Making the first round experimental and utilizing the services of a competent instructor-critic is another possibility. If a demonstration discussion is used, it should be looked upon as the application of discussion methods to a particular situation as it arose, and not as a comprehensive and rigid pattern to be imitated in subsequent rounds. The rotating of the chairman's job in the different rounds tends to equalize opportunity and provide the same basis for evaluation.

From this writer's limited observation, it would appear that many of the problems of administering discussion contests arise from failure to place any limitation on the number of entrants permitted or to the adding of discussion as an event at a forensic tournament without extending the duration of the tournament. From an examination of typical procedures of clubs, city councils, school boards, professional organizations, legislatures, etc., it would seem that forensic programs might well give a more prominent place to the committee discussion and parliamentary debate sequence.

Laase is of the opinion "that a 60-minute round table with six to eight participants, one of whom serves as chairman, is the best contest form." Later in his statement he adds: "We have rotated the personnel of the participants in successive rounds, two or three of the participants remaining together, because this procedure has the advantage of providing some 'carry over' from previous rounds, but prevents the group from getting into a rut."

Chenoweth favors the problem-solving form of discussion with a rotation of personnel:

> Inasmuch as most sudents will use chiefly non-legislative discussion in life, the problem-solving form with five to ten in a group should be employed most frequently in intercollegiate contests. The discussers should be rotated between rounds so that each person will meet new personnel every round. Each round should be sixty to ninety minutes in length. Finally, all students might congregate as a forum to consider the various suggested solutions. The legislative form might be used occasionally.

In regard to the form for the discussion contest, Baird says: "The logical-progression series of round tables is satisfactory." Going into greater detail later, he points out the desirability of varied speaking experience:

> The series of round tables should include a final round (and perhaps some earlier rounds) in which the speakers talk on their feet "from the floor." A mistaken assumption is that "discussion" is exclusively a procedure of sitting around a table and conversationalizing. Rather discussion includes town hall and community forums, extensive symposiums, and audiences participating in public speaking. The sponsors of discussion competition will so approach this problem.

Schug suggests that the quality of intercollegiate discussion will be improved by securing an audience, "preferably an extension audience—one that comes not to root for the home team, but one that comes because it is truly interested in the topic under consideration. This certainly is a much more practical, stimulating, and worth-while experience for the participants than the usual four walls and a single judge."

JUDGING. Jordan questions whether intercollegiate discussion should be judged, because—

> The desire to impress the judge often seems to interfere with the reflective thinking process. However (he continues), if a judge is to be used, time should be allotted for constructive criticism, and the judge's ballot should weigh heavily those factors that are concerned with knowledge, evidence, and careful thinking on the subject.

Chenoweth's ideas concerning a rating scale are somewhat different:

> A rating should be used and might include the items: specific knowledge, analysis, logical reasoning,

cooperativeness, open-mindedness, skill in speaking, and significance of contribution. The scale might embrace five categories of evaluation: very poor, poor, fair, good, excellent, represented by 1, 2, 3, 4, and 5, respectively. The back of the scale should be used for the judges' and the students' criticisms.

In response to the question, "Who should judge?" Chenoweth says:

> One or more judges, thoroughly trained and experienced in the techniques and objectives of discussion, should judge and criticize each discusser, and each student might rate and criticize his fellows and himself. These ratings and criticisms should be given to the participants at the close of the contest.

Laase recommends a still different procedure—the use of a quality rating system:

> Because it is the "quality" of cooperative work done which is important, we prefer that the judges rate the participants on a quality rating rather than on the rank order method. Unless there is only one round, in which case we recommend the use of three judges, we suggest that discussion contests be judged by a single critic judge, the superior "discussers" being determined by the accumulative ratings of the respective participants in the three or four successive rounds.

Crocker says nothing about the mechanics of rating, but his point that the judge should think of himself as a teacher is stimulating:

> Let's not abandon our role as teachers even though we don the role of judges in discussion tournaments. In order that we may teach as well as judge, let us have a short period of private appraisal with each student immediately after each round of discussion. If each student could sit down with the teacher-judge after the period of discussion and go over the process of the preceding hour, much good would result. The too aggressive student, the too timid student, the student who talks beside the point, the failure to summarize, the lapse of good manners,—all could be pointed out. Notice I am emphasizing that this evaluating be done privately with each student. Good manners in group discussion come from a concern for the feelings of others. As teachers we must not destroy this sensitivity. I am suggesting that the students be taken individually so that there is no embarrassment for student or teacher if something rather harsh is said. A rebuke in public hardens the heart.

Baird's suggestions for judging and his note of optimism provide a suitable closing to the body of this paper:

> The judges should be equipped with instructions for rating discussion. The classification of "superior, excellent, good, fair, and below standard" is satisfactory. Ratings for successive rounds by different judges, the pooling of the results, and the passing along to the contestants of the individual criticism should work at least as well as is done in debate.
>
> If the judges do a good job, if the entire program is properly handled, if third rate discussion is labeled for what it is, *the participants will strengthen the tradition of respect for the activity. Motivation will be provided.* [Italics are Baird's.]

With a higher degree of motivation many of the shortcomings of discussion contests are solved. The intense desire to do well is perhaps the most important single factor in producing the good work that we have now come to expect in debate; the absence of that desire, along with the mechanical difficulties previously noted by our panel, has contributed to too much slipshod discussion in the past. The form of the contest itself frequently is unfamiliar to students; in general judges have failed to establish standards by which the student may measure his own preparation and participation; sponsors of tournaments in some instances have failed to give careful thought to the choice of topic and to the details of the meet.

Still other difficulties arise, as the body of this paper points out, but for most of the difficulties there is a solution. A number of colleges and universities have conducted contests in discussion for enough years that these events can hardly be considered experimental. Their successful experience suggests that the application of such points as those included in Section II can result in discussions which are educationally desirable.

The three high schools of Eugene, Oregon, are holding a contest in connection with "The Voice of Democracy" national, with the Junior Chamber of Commerce and Radio Station KORE as co-sponsors. The local contest is in charge of a committee of Junior College students.

The Sept. issue of the *Rostrum of NFL* has a write-up of William S. Tacey, latest recipient of the Diamond Key award. Mr. Tacey has been coaching debate at McKeesport, Penna., but is now a member of the Univ. of Pittsburgh staff.

The *Rostrum* also gives a nice write-up to the speech work of St. Xavier high school of Pennsylvania, which it calls "a small school with a big program". St. Xavier had a registration of 76 students last year of whom 40 were interested in Forensics and were members of the NFL.

Paul D. Brandes is the new coach of Debate at the University of Mississippi.

Lena-Mae Scott is the debate coach at Kentucky Wesleyan College, Winchester, this season.

Leslie M. Blake, debate coach at the University of Wichita, held a debate institute for the Kansas high school Oct. 25.

Grant Fairbanks, Speech Science and Clinic, is leaving U. S. C. for Research Work at the University of Illinois. Word emanating from S. C. is that John Snidecor, of Santa Barbara will succeed him at S. C.

ORATORY SECTION

Evan E. Anderson, Editor, Gustavus Adolphus College

DRAZHA MIHAILOVICH

THE PEOPLES of the world slept restlessly while a leader of men lost his life. Death did not come to this soldier on the battlefield from a fresh, swift wound, but from the internal decay of a people—of a government. The man died, called a traitor to the country he loved and to the peoples for whom he had fought.

At the beginning of the war the name of Drazha Mihailovich fired the imagination of the world. We gloried in the stories of that intrepid Chetnic leader who gathered forces in his native Yugoslavian mountains and led them against the Nazi in the greatest guerrilla operation of history.

We cheered when he rescued American and British flyers shot down over his mountains. We glowed with pride when the Germans placed a price of one million dollars on his head. And we chuckled over his deals for supplies with the enemy in which he traded Italian prisoners for gasoline—one private, one can of gas; one colonel, fifty cans of gas.

Drazha Mihailovich was following in the footsteps of his Serbian ancestors, who for centuries have fought with the fierce tenacity of liberty loving men against continual oppression. In their beloved mountains they have hidden at the approach of invaders—then down from the heights and out from the crevasses they have stormed, watering the soft green moss with red blood.

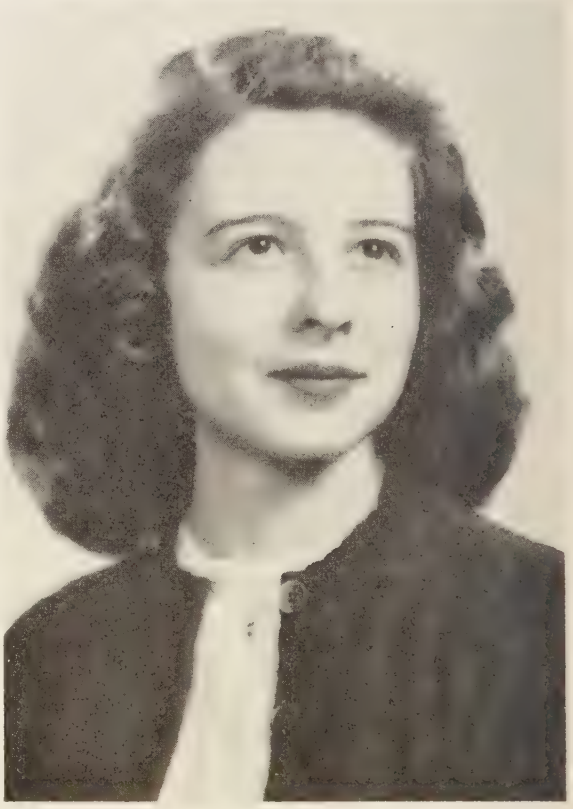
As did his fathers, so did Mihailovich. When the German troopers poured into his little country, he sought the mountain heights, and there like an eagle waited his chance to strike the foe. They said of this son of the Serbs, "He clasps the crag with crooked hands. He watches from his mountain walls. And like a thunderbolt he falls."

Josef Broz Tito possessed none of the fierce loyalty or love of liberty that marked Mihailovich. Educated in Russia, trained in the Red Army, a member of the Communist party, Tito was unknown until he became a stooge of Stalin to capture Yugoslavia for Communism.

He organized the Partisans, made up of leaders who believed in the Communist ideology and who feared the liberty loving Chetnics. He began guerrilla warfare against the Germans, *but* he never missed an opportunity to attack the forces of Mihailovich, even though agreements had been made not to fight one another. American flyers have told of watching battles between the Chetnics and the Germans, with the already hard-pressed Chetnics fiercely and cowardly attacked from the rear by the Partisans.

To Mihailovich, freedom and truth were as inseparable in war as they were in peace. He held high the standards of justice and fair play.

Once Tito dressed in the gaudy gold braid of a field marshal came before Mihailovich under truce. Suddenly he was deserted by his partisan guard. Alone he stood before the man he had betrayed and attacked. Would the order come that meant death? Such a command would certainly be in keeping with Tito's creed. No! As once in ancient Scotland Roderick Dhu gave safe conduct to King James to his own borders, so Mihailovich ordered the deserting guard to return Tito to his own forces. Mi-



Yvonne Battin, College of Puget Sound

*Second place oration in the women's division at the Bowling Green National Convention of Pi Kappa Delta.

hailovich thus saved the life of the man who was later to order his execution.

Drazha Mihailovich, the Chetnic, was fighting for his country, a small country; he was fighting for his king, a young king; he was fighting for personal independence, an ideal of individual liberty.

Josef Broz Tito was fighting for Russia, a massive country; he was fighting for Stalin, a powerful dictator; he was fighting for Communism, an ideology of ruthless regimentation.

At Yalta, Stalin pressed his advantage upon Roosevelt and Churchill so that they were forced to abandon Mihailovich. The stories of his exploits ceased—no longer did we hear of Mihailovich the brave, the courageaous, the heroic. And the name of another great patriot slid down the stream of forgotten promises—betrayed loyalties.

Now it was of Tito whom we heard—Tito, the puppet of Stalin; Tito, who promised the dictator soldiers any time for any war; Tito, who swore to his chief that Mihailovich would be liquidated.

And so once again a price was put on the Chetnic's head, and he was tracked down as the weary stag is stalked by the hunter. They found him, weak from fever, in a lonely mountain cave, guarded by 13 men, bitter remnants of his once great army.

He was given a farcical trial by Tito. Even while protesting that it was fair Tito refused to allow American flyers whose lives Tito had saved, to testify in his behalf, for to do so was a crime against the state. But according to Communist courts which have no juries, and where the accused is regarded as guilty until proved innocent, the trial was quite regular.

Mihailovich was accused by Tito. The lawyers for the defense were named by Tito. The witnesses were called by Tito. The judges were appointed by Tito. The laws under which Mihailovich was tried, were laws made by Tito after the incidents of which the prisoner stood accused.

They found him guilty—and he died as a traitor because he would not betray his country or his ideals.

We cannot bring Mihailovich back to life or to the freedom that he loved, but we can protect our own democracy and in so doing the democracies of the world.

The story of Mihailovich dramatizes the ease with which peoples may be confused by half truths and by lies; the ease with which they may be swayed by propaganda; the ease with which they may then come under the power of a few ruthless leaders. It reminds one vividly, how even in America we can be made to forget. There are some, however, who do remember. There is a boy in my school who does not forget the man who saved his life.

Nowhere can the republican form of government live on when its peoples are muddled in mind; when they sit back comfortably in the loges and watch rather than take a part in the scene before them.

Democracy is dependent upon truth and the full participation of its citizenry. To understand truth we must think; we cannot be just watchers and hope that government of the people, by the people, for the people will survive. We must step upon the stage and ourselves become the actors in the greatest drama of all time.

The peoples of the earth slept restlessly while a leader of men lost his life. The peoples of the world sleep restlessly while democracy in on trial. Shall we, the young college men and women of America let them sleep on or shall we shake them from their lethargy, challenge them to question, to think, to live!

Remarks For the Good of the Order

DEBATE BRINGS BOOK CHARACTERS TO LIFE

C. A. Bristow

Reprinted by permission from School Activities

"What if none of us has ever heard of a dramatized debate?" asked Norma Lou Hutchison, chairman of a sophomore English program committee.. "Is that any reason why we can't give one to show our interest in outside reading?"

The committee had been selected after Mrs. Thomas Eckert, one of the English instructors at the Maryville High School, had been challenged to explain or demonstate some way to increase interest in extracurricular reading for the English teachers' meeting at the district convention. The students agreed to help their instructor to accept the challenge. A few members of the committee preferred to give a debate; others desired to dramatize some idea. Therefore was born the novelty program—a dramatized debate.

The question which the group selected for discussion concerned the value of reading fiction vs. the value of reading non-fiction books. The teams of two speakers each were chosen to argue the case.

These speakers investigated their topics and organized the points they wished to prove. For instance, a fiction supporter maintained that detective stories like the Sherlock Holmes and Dr. Watson tales were so engrossing that they made the reader forget his own troubles.

A point advanced by the non-fiction group was that the best way to learn geography, if one cannot travel oneself, is to read fascinating travelogues, such as those written by Richard Halliburton.

To prove each point, the speakers decided to call

Maryville (Mo.) High School Costume Debaters who Participated in Experimental Dramatized Debate

forth real characters from well-known books. They learned what books their fellow students were reading and chose characters that would clinch their points. Each character was enacted by a student who not only knew his book thoroughly but who also agreed to write his own lines.

A volunteer costume committee consented to contact townspeople who were reported to have treasured old costumes stored in their attics. What unusual apparel these clothing detectives unearthed! Wigs were found for Dr. Samuel Johnson and Boswell; hoops and a Civil War era picture hat for Scarlet O'Hara; a quaint bonnet and mantle for Jane Eyre; a bustle dress for Louisa May Alcott; a gay nineties costume for Edith Wharton; and a Spanish shawl for Ramona. The costumers felt repaid for their searching efforts when they heard the "oh's" and "ah's of their classmates each time they brought in a new heirloom.

Another subcommittee assumed the responsibility of making an attractive gateway to literature through which the book characters were to enter the stage.

After the debaters had rehearsed several times and each dramatization had been fairly well perfected, the whole program was combined for the first time with the characters in costume. Each section of the sophomore English class served as a critic audience and made suggestions for improvement before the troupe was ready to go on tour—for tour it proved to be.

The first, or try-out, performance was given for the junior high and freshmen students. Then came the big day when the troupers disported themselves to the local college where they made their real debut.

Later invitations to give the program at other schools flocked in from teachers who had witnessed the action-debate. The school administrators approved one out-of-town performance—at the Rock Port High School. Filling this engagement proved to be a worthwhile experience for all of the participants. Also it has woven a feeling of good comradeship between the guest and host schools.

The final performance was given for the students' parents at the annual Sophomore Parents' Night. At this time, as well as at other presentations, the planning committee, wishing to have the maximum amount of interest, warned the spectators that five of them would be selected as sample judges. They were asked to name the side which presented the better argument and to choose the outstanding actor or actress.

Volunteers acted as temporary secretaries to write the thank-you notes which the students considered a "must" because of the fine cooperation, generosity, and hospitality they had encountered in their project.

The actors returned their borrowed costumes to their tissues and lavender scents, feeling a bit of sadness as if they were bidding good-bye to new found friends. However, the book characters have become real flesh-and-blood people to many of the students. As Ramona remarked, "I'll always be just a little bit of Ramona, and young Ramona to me will always be Alessandro and our Indian people."

THE ANNUAL COLLEGE QUESTION

BY E. R. NICHOLS

A MOST interesting article could be written on the Selection of an Annual Debate Proposition for the colleges. I do not propose to do it here, but someone asked me in what year we debated the "isolation" question, and in the process of looking it up to say with authority, "It was in 1940," I made some discoveries. One of them was that there is a good story in the initiation, development, practice and art of selecting the annual debate question. Briefly, it began about the time the tournament began, or slightly before. Pi Kappa Delt pioneered the selection of the debate proposition for many years to facilitate travel and extended debate trips. The tournament came and fitted in with the idea, so the selection of a nation-wide question was *a must*. For many years Pi Kappa Delta had a monopoly on the selection of the question, but after some years of agitation the National Speech organization suggested a plan of equal representation on a central committee of the various honor societies and the present plan was set up.

As far as I have been able to locate a national question the practice of making an annual selection began in 1923. At least that is the first record I can find in the history of Pi Kappa Delta of a National Choice.

Below the annual selections are listed year by year.

1923. Resolved that the United States should enter the World Court of the League of Nations as proposed by President Harding.

1924-25. Resolved that Congress should be empowered to override by a two-thirds vote decisions of the Supreme Court which declare acts of Congress unconstitutional. Also adopted by the Mid-West Conference.

1925-26. Resolved, that the constitution of the United States should be amended to give Congress power to regulate child labor.

1926-27. Resolved, that the Volstead Act should be modified to permit the manufacture and sale of light wines and beer.

1927-28. Resolved, that the U S should cease to protect, by force of arms, capital invested in foreign lands, except after formal declaration of war.

1928-29. Resolved that a substitute for trial by jury should be adopted.

1929-3. Resolved, that the Nations should adopt a plan of complete disarmament, excepting such forces as are needed for police purposes.

1993-31. Resolved, that the Nations should adopt a policy of free trade.

1931-32. Resolved, that Congress should enact legislation providing for the centralized control of industry, constitutionality waived.

1932-33. Resolved that the United States should agree to the cancellation of the interallied debts.

1933-34. Resolved, that the powers of the president of the United States should be substantially increased as a settled policy.

1934-35. Resolved, that the nations should agree to prevent the shipment of arms and munitions.

1935-36. Resolved that Congress should have the power to override, by a two-thirds majority vote, decisions of the Supreme Court declaring laws passed by Congrees unconstitutional.

1936-37. Resolved, that Congress should be empowered to fix minimum wages and maximum hours for industry.

1937-38. Resolved, that the National Labor Relations Board should be empowered to enforce arbitration of all industrial disputes.

1938-39. Resolved, that the United States should cease to use public funds (including credits) for the purpose of stimulating business (Pump Priming).

1939-49. Resolved, that the United States should follow a policy of strict economic and military isolation toward all nations outside the Western Hemisphere engaged in armed international conflict.

1940-41. Resolved, that the nations of the Western Hemisphere should form a permanent union.

1941-42. Resolved, that the Federal Government should regulate by law all labor unions in the United States. Constitutionality Conceded.

1942-43. Resolved, that the United States should establish a federal union with power to tax and regulate commerce, to settle international disputes and to enforce such settlements, to maintain a police force and to provide for the admission of other nations which accept the principles of the union.

1943-44—Resolved, that the United States should cooperate in establishing and maintaining an international police force upon the defeat of the axis.

1944-45. Resolved, that the federal government should enact legislation requiring compulsory arbitration of labor disputes.

1945-46. Resolved, that the policy of the United States should be directed toward the establishment of free trade among the nations of the world.

1946-47. Resolved that labor should be given a direct share in the management of industry.

1947-48. Resolved, that a federal world government should be established.

NEWS NOTES

E. R. Nichols, Jr., while on his way to an evening session at the University of Oregon was hit by a speeding driver who ignored a boulevard stop. His car was practically demolished. After being knocked out for about two hours, he regained consciousness and began a slow recovery in which shock pains have been of considerable annoyance.

Joseph H. Baccus of the University of Redltands was chosen President of the Western Association of Teachers of Speech for the coming year. He was in charge of one of the Western sections on the program at the Salt Lake City Convention.

About 700 signed up for the Salt Lake City Speech Convention during the Christmas holidays. It was said that the storm back east prevented about seventy persons en route to the convention from getting beyond Chicago.

Horace G. Rahskopf of the University of Washington and E. R. Nichols of the University of Redlands were chosen First and Second Vice-Presidents of the Speech Association of America at the Salt Lake City Canvention. The next convention is announced for Washington, D. C. Prof. Rupert Cortright of Wayne University, Detroit, Michigan is the new President of the Speech Association of America.

Glenn Capp of Baylor University installed the new Pi Kappa Delta Chapter at Texas College of Art and Industries at Kingville, Texas.

The Western Association of Teachers of Speech is presenting a program at Salt Lake City Dec. 30 in connection with the Speech Association of America Convention.

Dr. William Miller has left the University of Nevada to accept the chairmanship of the division of Speech at Alabama Polytechnic Institute at Auburn, Alabama.

DEBATE ARCHIVES

Incidental accounts and discoveries about the gentle and academic art of disputation and debate in the ivy covered colleges and academies of our progenitors

Edited by DAVID POTTER
of the Department of Speech of Rutgers University

THE OLD PRINCETON DEBATING SOCIETIES

BY DAVID POTTER

SINCE the publication in *Life* (June 16, 1947) of a poll conducted among Princeton men, class of 1932, I have become suspicious of questionnaires. Certainly no successful group of college graduates should go on record as doubting the value of Public Speaking courses. It was, consequently, refreshing to dip into Princeton's early history when secret societies dedicated to the speech arts flourished and claimed allegiance from such partisans as Aaron Burr, John Madison, Philip Freneau, and Henry Lee.

Almost from the time of Princeton's founding as the College of New Jersey, literary and debating societies were in a highly vocal existence. The Rev. Nathan Perkins, class of 1700, and, it would seem, a member of the Well-Meaning Club, tells us:

> When I first became a member of the College of New Jersey (fall of 1766) there were two literary institutions connected with it, called the Well-Meaning and the Plain-Dealing Societies. The object of the Well-Meaning was to collect the first young men in point of character and scholarship as its members. But the object of the Plain-Dealing was to outnumber the Well-Meaning. In the year of 1768 or 1769 dissensions arose between the members of the two societies, and the tide of unpleasant feelings arose to such a height that the Faculty of the College judged it expedient to abolish both. They were accordingly abolished in 1769. There was no literary institution connected with the College for some months.

The college at Princeton did not remain in this unenviable position for long. According to tradition, former members of the Plain-Dealing Club formed the American Whig Society in 1769 and 1770 the remaining Well-Meaning fraters reorganized under the title of Cliosophic Society.

Unfortunately, the depredations of the rival armies during the Revolution and the burning of Nassau Hall in 1802 destroyed most of the early records of the societies. It is likely, however, that the original records of the American Whig Society were similar to the oldest remaining constitution in force around 1807. From this early source we learn that:

> The exercises of the society shall be composing, speaking, reading connected with spelling, and debating. To be performed successively by the three classes into which the society shall be divided for the purpose . . . Four disputants shall be appointed by the moderator in the following manner: to one of the two first nominated he shall give the choice of sides; to each of the other two he shall assign their respective sides . . . Questions for debate shall be furnished by two members out of each class—of these Society shall choose one to be discussed at the next meeting, a majority of the disputants may reject this and choose another which, if approved of by society shall be the question for debate . . . Any member may offer his sentiments on the debate after the regular disputants have finished their discussion, and the society shall finally determine. (This was done, apparently, on the merits of the debate).

The questions debated by Whig and Clio during the last decade of the 18th century and the first few years of the 19th century are astonishingly modern in tone. The oldest remaining Clio minutes of 1792 show us that the members discussed:

> Whether a public or a private education be preferable?
>
> Whether was it political or not in Congress to grant the lands over the Ohio to the Soldiery, or would it not have been better to have paid in specie?
>
> Whether the learning of the Latin and Greek languages be proper or not?

1. Quoted in Williams, C. R., The Cliosophic Society, Princeton University, p. 3.

Whether ought Jews and Deists be admitted to all the privileges of American Citizens?

Whether in the present state of affairs in Europe would the establishment of a republican form of government in France be beneficial or not?

Could the United States liberate their African Slaves consistent with their . . . welfare?

In 1802 Whig's minutes also reveal a strong interest in contemporary problems:

Will the cessation of hostilities between France and Great Britain be of advantage to the United States?

Is not the penitentiary system established in America bad?

Would an emancipation of the Slaves in the Southern States be politic?

Would a standing army be of advantage to the United States?

Would extension of territory be advantageous to the United States?

Would an unrestricted admission of foreigners be of advantage to the United States?

Are early marriages advantageous?

Ought women to be allowed the rights of suffrage?

Was the repealing of the Sedition law of advantage to the United States?

In 1812, a year of uncertainty, saw the American Whig Constitution amended in order to insulate the minds of the brotherhood against rampaging irreverence. It was moved and passed that:

> Any member who . . . offers a question for debate that is Atheistical, deistical or that assails either directly or indirectly the Christian Religion shall be punished as Society deems proper: And by Atheist shall be understood one who denies the existence of God, and by Deist one who denies the truth of the Christian Religion.

Apparently the punishment determined by the censors was severe, for I have been unable to discover a violation of the new code during 1812 and 1813. In the main, the questions debated during this period were of a political or "philosophical" nature:

Is a public or a private education more likely to produce intelligent and virtuous citizens?

Would it tend to the benefit of the United States to encourage manufacturers?

Ought capital punishment in any case to be inflicted?

Would it be politic in the United States to exterminate the Indians?

Are the English justifiable in employing the Indians in the present war with America?

Is it just that a foreigner should hold an office in the government of the United States?

Would it be politic in the United States to interfere with foreign politics in order to insure a general balance of power?

Would it be politic in any state or states to secede from the Union?

During the early years, American Whigs took their debating very seriously. Consequently, when high-spirited members insisted upon mixing humor with rhetoric, they were severely reprimanded. In 1828 the Constitution expressly provided that:

> If any debate or proposal impertinent, or evidently intended to excite laughter be put in the box, it shall be the duty of the clerk to lay such debate or proposal before the moderator for his inspection. But if he read it first to Society, he shall be fined (if the proposal be anonymous) fifty cents, (if not,) at least thirty cents.

The members of the Cliosophic Society were less concerned with levity than were their rivals. The first Clio constitution I have been able to uncover, *circa* 1823, is mainly concerned with prescribing the duties of the brothers. Thus:

> The president each evening shall choose the debates for the ensuing evening . . . There shall be two debates conducted by the Senior and Junior classes respectively and four debaters on each side of each debate . . . Any member may offer his sentiments on the debaters and the merits of the debate, after it is decided . . . the debates shall be decided according to the merits of the debate . . . The debaters shall arise from their seats and debate then . . . Debaters may communicate with their colleagues during the time of the debate of which they are members . . . The questions for debate shall consist of philosophical, political, and literary subjects.

In 1849 Clio further specified the duties of her members by requiring that "Every debater . . . speak three minutes during the debate, and that to the point." Whig Hall was more generous, their 1847 constitution merely assumed that "Each disputant shall not speak longer than twenty minutes or less than one minute."

Up to the period of the Civil War when the Halls seem to have agreed to eschew topics troublesome to the minds of the Southerners in attendance, "live" questions more than held their own against the literary and philosophical relics of the disputation era. By 1861, however, Clio was heatedly determining:

If a pumpkin vine spring up in one patch of ground and run across another patch, does the pumpkin belong to the first patch?

Is popularity generally a sign of merit?

Was the beheading of Charles I justifiable?

If one hen lays an egg, and another hen hatches a chicken from that egg, which hen is the mother of the chicken?

Ought celibacy to be encouraged?

Is the tail of a lion an index of his mind?

Is lager intoxicating?

By the middle of 1865, however, Clio once again faced the important issues of the time:

Would it be wise in the President to issue a general amnesty to all who have been rebels?

Ought restitution to be demanded of Great Britain for destruction of our commerce by iron-clads built in her ports?

Is it expedient to enforce the Monroe Doctrine in this continent?

The men of Princeton were not only concerned with national affairs. In 1865 and 1866 Clio's concern over the female problem engendered:

Ought the white female population of the United States be allowed to vote?

Is the society of ladies beneficial or harmful to a college student?

Are early marriages beneficial?

Ought parents to interfere with the matrimonial affairs of their children?

Resolved: that woman is and ever has been the equal of man intellectually.

Does Art or Nature contribute more to the beauty of the ladies of the present day?

The Halls were of undoubted importance in furnishing young men with oratorical and literary talent and opportunity to practice and mend their abilities. Perhaps even more important than these functions, however, was their social appeal. For well over a century they were havens for students who had few other legal means of consuming surplus energy. In was to be expected, therefore, that intense rivalry should mount between the secret organizations. At times this rivalry found peculiar channels.

As early as 1771 Whig and Clio engaged in a strident "paper war." Ordinarily the spectacle of college students slurring their rivals in bad and often indecent verse would be regrettable enough. The participants in this encounter, however, included Philip Freneau and James Madison:

This sample of Madison's contribution to the "war" indicates the level of the controversy:

Come, noble Whigs, disdain these sons
Of screech owls, monkeys and baboons
Keep up your minds to humorous themes
And verdant meads and flowing streams
Until this tribe of dunces find
The baseness of their grovelling mind
And skulk within their dens together
Where each one's stench will kill his brother.[2]

Vilification was not the sole weapon employed by the Halls in their struggle for supremacy. However, it took over one hundred years before Whig and Clio met on the debate platform. The occasion was the Lynde Debate in 1876.

Until the growth of the social clubs and the shifting emphasis in the educational system from liberal to more practical curricula, the great halls flourished. Outgrowing the small rooms which originally harbored them, both societies moved into adjoining "temples" in 1838. There, until 1892, when even larger quarters were necessitated and the present handsome buildings were erected, the little "Republics" within the college held their heated business meetings, conducted their literary and speaking activities, and polished the minds and manners of their loyal sons.

2. See Beam, Jacob N., The American Whig Society, pp. 43-58.

SPECIAL FEATURE DIVISION

Presenting Rutgers

GEORGE H. HOLSTEN, JR., *Director*

Rutgers University, the State University of New Jersey since 1945, is proud of several firsts in its long history since it was founded by a group of determined, education-minded clergymen of the Dutch Reformed Church in 1766.

One of these firsts is the birth of intercollegiate football in a game played with nearby Princeton on historic College Field in New Brunswick in 1869; another is the first recorded intercollegiate debate—a forensic duel with a New York University team in 1881.

Now the University can also be proud of an unusual post-war expansion which has brought it to twentieth place among the colleges and universities of the Nation. The struggling little college that was founded "on the banks of the Old Raritan" has now become a great state university overflowing those banks to the far corners of the State.

In the minds of Rutgers men, hardly less important to the honor of having been hosts and participants in the first intercollegiate debate, is the philosophy of debating introduced at Rutgers by Speech Professor Richard C. Reager in 1923.

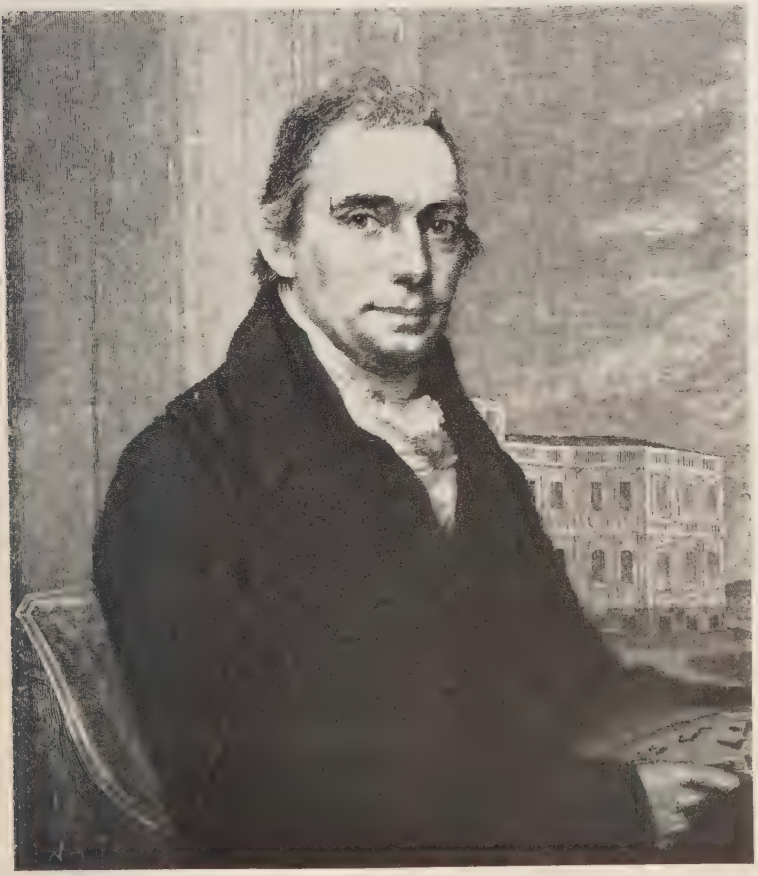
Believing that the value of debating to undergraduates is measured more by the speech training they receive from such a program than in the number of victories his debate teams hang up, Professor Reager did away with elimination contests for determining team makeup and guaranteed to all men interested in forensics and willing to do the work assigned to them, the opportunity to take part in at least one intercollegiate debate.

This "debate for the many" program, however, has also paid off in debate quality. As many as 200 Rutgers debaters were engaged in the 230 debates in which Rutgers took part in 1940. But the Rutgers disputants have managed to win two out of every three contests during the past twenty-four years.

Last year, under the direction of David Potter, assistant professor of public speaking who is now in charge of the debate program, Rutgers debaters took part in 150 contests, traveling as far north as Canada, as far west as Michigan, and throughout the Middle Atlantic States.

Although inexperienced men made up the bulk of the debate squad, Rutgers garnered high affirmative honors in the Ben Franklin Tournament held at Princeton, reached the semi-finals at the Boston University Tournament, and tied for eleventh place at the West Point Invitational Tournament.

In addition to these contests and the practice tour-

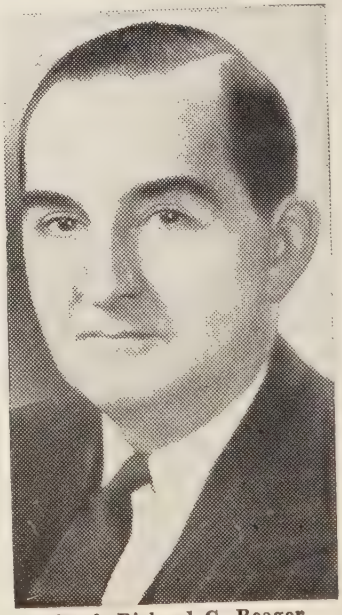


Old Rutgers Historic Doorway and the Founder.

Rutgers Gymnasium

Prof. David Potter

The Men
Behind the
Rutgers
Debate
Program
"Every Student
a Debater"



Prof. Richard C. Reager

DR. ROBERT G. CLOTHIER
President of Rutgers University,
now the
State University of New Jersey

A Group of Rutgers
Debaters.

nament held at the University of Vermont, Scarlet debaters broadcast over radio stations in New York, New Jersey and Pennsylvania, debated before numberous civic and high school audiences in New York and New Jersey and participated in the annual TKA conference at Kalamazoo.

This year, Professors Reager and Potter plan to send their men through New England, the mid-west, in addition to the annual junket through the Middle Atlantic States. Invitations to participate in tournaments at Boston University, Brooklyn College, Temple University and the University of Vermont already have been accepted.

A new series of debates has been planned with the cooperation of Marshall G. Rothem, director of broadcasting at Rutgers, and the 160 Rutgers students now preparing for the debate season, are looking forward to the annual Rutgers TKA forum to be held at Kirkpatrick Chapel. Featured speakers at that affair will be Benjamin A. Cohen, assistant secretary-general of the United Nations, and Upshur Evans, executive director of the United World Federalists.

The active TKA chapter, largest in the country, has been helping Professor Potter and John Herder, freshman coach, in preparing for the coming season. The members have also been doing an extraordinary selling job on the campus. As one bewildered freshman put it during the Student Council elections last spring: "This debate fraternity monopolizes everything on the campus."

Professors Reager and Potter don't affirm this charge, but they hope that its saying indicates they are on the way to the goal of "Every Rutgers Man a Skilled Speaker."

The value of that training to Rutgers men when they leave the ivy-covered halls in New Brunswick was pointed out recently by one of those who benefited from it. Frank G. Siscoe, a Rutgers graduate, who is now stationed at the American Embassy in Czechoslovakia, recently wrote Professor Reager as follows:

"I was interested to get the news on the debate program. The figures are formidable and impressive. Since I am now some time out of college, I can tell you that, of all the training and courses in school, I can sincerely say that the debate program and speech work probably have been the most valuable to me. At the very least, a college man is being very foolish, if he doesn't attempt to better his speech and speaking presence."

The training of undergraduates who can take their places as leaders in professional, industrial and community affairs by virtue of high scholarship, and the experiences they gain on the playing field, on the debate platform, and in other extra-curricular activities, has been Rutgers primary goal since its founding.

A CHARTER FROM GEORGE III

The movement that brought about the founding of Rutgers, or Queen's, as it was first called, was started early in the eighteenth century by the Rev. Theodore Jacobus Frelinghuysen, distinguished pastor and evangelist. His son of the same name continued the movement and enlisted the support of a number of clergymen and other members of the Dutch Reformed Church.

Finally, a charter for the establishment of a college was granted in the name of George III by William Franklin, then Governor of the Province of New Jersey. No copy of this document is known to be in existence, but under its provisions the board of trustees was created and meetings were called. A second charter was granted on March 20, 1770, and under its provisions, with modifications, the institution has continued until the present time.

The new college was named Queen's in honor of the royal consort, Charlotte, and it continued under this name until 1825. Then, after receiving generous gifts from Colonel Henry Rutgers, of New York, and in recognition of his widespread benevolent donations, the trustees secured amendment of the charter changing the name to Rutgers College.

Rutgers' long connection with the State was climaxed early in 1945, when all its divisions, together with the Agricultural Experiment Station, were brought under the designation of the State University of New Jersey. At that time its charter was amended to add several additional State officials and five public trustees on its board, and the trustees declared the University's property and facilities as "impressed with a public trust for higher education of the people of New Jersey."

Since the end of World War II Rutgers has undergone a tremendous expansion. Its New Bunswick campus has been extended across the Raritan River to a new $1,000,000 center for laboratory introduction in chemistry, engineering and geology. It has acquired a major urban center in its Newark Colleges division, and five off-campus centers have been established at strategic locations throughout New Jersey.

With this extension of the Rutgers campus it has brought its academic standards and traditions to thousands of New Jersey young men and women who could not have been accommodated at New Brunswick, and who probably would have otherwise been forced to delay or give up their ambitions for college training.

In a little more than a year its assets have doubled to approximately $53,208,940. During the current academic year some 25,000 individuals will receive some kind of instruction in Rutgers classes. More than 10,000 of them will be full-time undergraduates enrolled in the nine colleges here and in Newark.

The center of the University, of course, is in New Brunswick where its four men's colleges have expanded their enrollment from a pre-war top of approximately 1,650 students to a present record student body of more than 4,000. And across the city is another college of the University, the New Jersey College for Women, with an additional 1,200 students. New Brunswick is also the

administrative center for all the extension activities and evening college work, and the direction of the Newark Colleges and off-campus centers.

The Rutgers acquisition of an urban center took place a little more than a year ago when the former University of Newark was merged with it to become the Newark College of Rutgers. Now more than 3,000 young men and young women are studying in the School of Law, the School of Business Administration, the College of Arts and Sciences and the College of Pharmacy.

And even in Rutgers-Newark the growth has been phenomenal. When the merger took place, most of the Newark instruction was centered in one building on Rector street, and the Pharmacy College building on Lincoln avenue. Now it has extended to a group of several fine buildings which provide new quarters for the School of Law, and many new classrooms for the College of Arts and Sciences and the School of Business Administration.

Rutgers has expanded in other ways than numbers alone. This year, for instance, more than $1,000,000 is being spent on research that will aid agriculture, industry and national defense. In the past, notable scientific developments have come out of laboratories at Rutgers. Perhaps the best known is the discovery of Streptomycin by Dr. Selman A. Waksman, a distinguished scientist who is continuing his study of antibiotics.

While some $600,000 provided by Federal and State governments is being spent in agricultural research, more than $500,000 has been made available for other Rutgers scientific studies.

DEBATE TECHNIQUES

Coaching Non-Academic Debate

By Ralph Hutton

It sometimes happens that the high school or college debate coach is called upon by his church, lodge, or luncheon club to arrange a debate between some of the members. The situation is a little difficult: The participants have probably never heard a debate, the usual squad technique cannot be used, the time is limited, and both teams must be coached by the same man. Furthermore, there is no possibility of academic pressure to enforce the coach's arrangements.

Faced with this problem, and with only four weeks to whip the teams into shaps, the following program was used:

First Meeting

1. The four prospective debaters, two men and two women, were welcomed and the purpose of the debate explained.

2.. The topic under consideration were discussed and the wording revised, so that all four participants were willing to take either side of the preferred topic.

3. The four debaters were assigned to the affirmative or the negative side. In so doing, one man and one woman were assigned to each team. Consideration was given to their residence and friendships, so that those who lived near each other and were often seen with each other were teammates.

4. Arrangements were made for future meetings with the coach. Each team chose a definite night which would be reserved each week for these meetings. The affirmative chose Wednesday and the negative Monday. A definite time was established for the meetings, and the location was decided upon.

5. General debate procedure was explained, including order of speeches, questioning periods, timing, distinction between constructive speeches and rebuttals, organization of case, and types of arguments acceptable.

6. The teams were invited to suggest specific arguments that might be used. This discussion was stopped when it became evident that all four understood the proper approach.

7. The teams were invited to suggest sources of material. Sources which were omitted were suggested by the coach.

8. Assignments for the second meeting were made: Each debater was given a copy of a book on debate procedure and asked to read it. Each was asked to do the necessary library research, and to write out a constructive speech outlining the entire case as he sees it. Each was further asked to practice this speech in front of a mirror until fluency without the manuscript was achieved.

Second Meeting

1. The prepared constructive speeches were given orally and the delivery criticized by the coach. Difficulties such as standing on one foot, carrying a pencil, and burying the nose in the manuscript were stopped. No attempt was made at this time to criticize content, for the debaters had not yet progressed to that point.

2. Cross-examinaion was practiced to show weaknesses in the talks. The coach acted as questioner and the debater as witness. Each was questioned about his

teammate's talk to emphasize the importance of teamwork.

3. A tentative case was outlined. All possible arguments which could be named by the debaters were listed. Each was discussed as to possibilities for refutation, and the manner in which such refutation could be answered.

4. An attempt was made to anticipate the case of the opposition. All possible arguments which could be named by the debaters were listed, and these too were discussed as to the manner in which they could be answered and the answer answered.

5. The techniques of questioning the other team were explained and published examples given.

6. The method of organizing the rebuttal speech was explained..

7. Work was assigned for the following meeting. The possible constructive arguments were divided between the two meembers of the team, and each was to concentrate his research on those. Each was to prepare a constructive speech supporting those arguments. Each was to prepare a constructive speech on the opposite side of the topic, in order to anticipate the case of the opposition. Each was to prepare a speech of refutation for points the other team might bring up. Special reading assignments on debate technique were given individuals as required.

Third Meeting

1. Each speaker was asked to deliver his constructive speech. Detailed criticism of both delivery and content was provided by the coach. Gathering additional evidence was suggested. Elimination of irrelevant material and more forceful wording of the material retained was indicated. Likely refutation and the answers to such refutation were discussed.

2. Each speaker was asked to deliver a speech on the opposite side of the topic. A discussion then followed, with the speakers invited to suggest the ways such arguments could be nullified, what the opposing team would be likely to do then, and how such action could be counteracted.

3. Two or three arguments that might be used by the opposing team were then picked at random by the coach and each speaker was asked to deliver a speech of refutation.

4. The team was then invited to determine which of their own arguments were strongest. The rest were eliminated. The number retained was not allowed to exceed two or three. It was explained that the entire case should be presented in the first constructive speech so that the second speaker would be free to rebuild his own team's case and to tear down the case of the opposition.

5. Assignments for the following meeting were: continuing research, practicing the talk in front of a mirror, anticipating the case of the opposition and the answers to their arguments, and devising if possible some traps to be used in the questioning period.

Fourth Meeting

1. The first constructive speaker was asked to deliver his talk. This was criticized for delivery and minor improvements in content were suggested. The speaker was then subjected to questioning of the sort likely to come from the opposition. Methods of avoiding traps were indicated.

2. A short talk was given by the coach on the opposite side of the topic, taking as his source of material the arguments suggested by this same team the preceding week.

3. The second constructive speaker was asked to deliver the talk he would give under the circumstances. He was then given the same sort of help given the first speaker.

4. Refutation of the last talk was given by the coach in the same manner the opposing team might refute those arguments.

5. The rebuttalist was asked to give the rebuttal he would give under those circumstances. Considerable time was devoted to the organization of the rebuttal speech, with particular emphasis on the importance of summarizing the case presented by both teams, and on the importance of concluding logically.

6. All speeches were then repeated to determine whether the coaching had taken effect. Additional suggestions were made as required.

7. A definite series of questions to be used against the other team were prepared by each debater. These questions were practiced over and over, using the coach as witness, until the debater knew how to keep the witness from wandering off the track. Emphasis was placed on methods of forcing the witness to admit that certain arguments used by the questioning team were correct and logical. The amount of time devoted to this practice at the fourth meeting equalled that spent on all other types of practice.

8. An additional meeting of the debaters before the debate without the coach was suggested as desirable. It was suggested that each speaker might give his talk several times in front of his colleague. It was also suggested that practice in front of a mirror should be continued, and that the questions might be practiced on another member of the household. It was reemphasized, although the speakers knew it already, that the extempore method they had spent so much time practicing was to be used in the actual debate.

Conclusion

The debate that resulted from this program was by no means the last word. It was, however, considerably better than one had any right to expect from four high school sophomores and juniors who had had four weeks' practicing and eight hours' coaching. The affirmative team brought out a case that would have defeated some college teams, and although the negative was not able to rise to the occasion, it did put up a stiff fight.

College Handbook Division

College Proposition: Resolved, that a federal world government should be established

The Point of View

May I say, after two tournaments' experience with the subject of this college debate season, that I think too many teams are missing the boat. Too many are afraid to face the situation and are debating unrealistically about peace and the Federal Union as a way of gaining peace. I admit that peace is the ultimate goal, but I cannot see it in the actions of the nations now. Above all I want to be a realist. I cannot see that a Federation that leaves Russia out is a supreme tragedy or an active cause of war. Russia is, indeed a trouble maker. Federation or no federation, she will remain a trouble maker. For her America is the trouble maker—the supreme factor for evil in an evil world. So be it. I am one who feels that a Federation for Security is within the subject for debate and as likely to achieve peace by overawing Russia and her satellites as a federation with Russia in it. A federation with Russia in it would be headed exactly as the UN is now going—so why bother about Russia. Let her stew in her own venom—we can have a federation without her. In my opinion we are more likely to have a war with her without it, than we are with it.

However, I am not going to air my opinions, I am merely going to ask each debater to face facts, to see truth and to plan accordingly.

To help you do so I am printing an annotated biography which has been sent in dealing with this subject. It should prove helpful as a reading list—as a selected guide to reading. As it is likely to be of more value to you than anything I might say—here it is:

RESOLVED: THAT A FEDERAL WORLD GOVERNMENT SHOULD BE ESTABLISHED*

Compiled by EMIL R. PFISTER

Books and Pamphlets

Baruch, Bernard M. *The International Control of Atomic Energy.* Department of State Publication on the United States and the United Nation's Report Series, No. 5, Washington, D.C., Government Printing Office. 1946. 82 pp.

The author of the well-known Baruch plan for control of atomic energy submits this information which was transmitted to the United Nations Atomic Energy Commission, June 14, 1946, to October 14, 1946. The section on the beneficial uses of atomic energy documented by outstanding atomic scientists proves that atomic energy must be used for only beneficial purposes on a world basis.

Borchard, Edwin. *American Foreign Policy.* Indianapolis, National Foundation Press, 1947. 6 p9.

Mr. Borchard, Professor of Law at Harvard University, reviews U.S. foreign policy and points out our recent change to international thinking. His Part III (p.55-69) on American policy on the present international scene should prove especially valuable

Burnham, James. *The Struggle for the World.* New York, The John Day Company, 1947. 280 p.

Burnham, who teaches in the Department of Philosophy, New York University, states that with the development of a global economy, the breakdown of the international political order, and the existence of atomic weapons, a World Federation is essential. He gives only two possibilities now: (1) a World Federation of Soviet Republics, or (2) Democratic World Order led by the United States and backed by the atomic bomb.

*An Annotated Bibliography of Materials Published in 1946-47 Usable for Study of the National Intercollegiate Debate Proposition 1947-48

Culbertson, Ely. *Must We Fight Russia?* Philadelphia, John C. Winston Company, 1946. 62 p.

Culbertson, author of a well known plan of World Fedeartion, gives an analysis of why Russia and the United States fear each other, what is wrong with the United Nations, and gives concrete steps, starting with the amended United Nations Charter, to make World Federation a reality.

Dulles, Allen W. and Lamb, Beatrice P. *The United Nations, An Appraisal.* Headline Series, No. 59. New York, Foreign Policy Association, 1947. 96 p.

Dulles, Director of the Council on Foreign Relations and Director of the Woodrow Wilson Foundation, and Lamb, Editor of the United States News, give a scholarly and impartial evaluation of the United Nations and advocate world government through suggested amendments to the charter. They also list the prerequisites of world government.

Graham, Robert A. and others. *One Way to Peace in the Atomic Age.* New York, American Press, 1946. 42 p.

Mr. Graham of the Research Section, Institute of Social Order, William Lacy, Professor of Diplomatic History, Holy Cross College, and James Burke, Department of History and Government, Boston College, maintain that circumstances make it possible for regional organizations to aim at much more than any world organization can hope to achieve.

Johnsen, Julia. "United Nations or World Government" *Reference Shelf,* Vol. 19, New York, H. W. Wilson Company, March, 1947. 285 p.

This book should be on the "must" reading list of every college debater this year. It gives a good foundation for a debate on the subject with a "Status Quo" negative case. This is also a good reference book for a bibliography prior to 1946-47.

Kalijarvi, Thorsten V. and others. *Modern World Politics.* New York, Thomas Crowell Company, 1946. 852 p.

This book with its impressive list of associate authors, is a quite complete and up-to-date book on world politics and is excellent general background reading on the subject of world government. Part III, "The Great Regions in World Politics," and Part IV, "Peace in Our Time," are especially fitting.

Masters, Dexter and Way, Katherine, eds. *One World or None.* New York, Whittlesey House, McGraw-Hill Book Company, 1947. 79 p.

This pamphlet is divided into two parts: (1) A group of scientific and literary authorities who have worked with the atomic bomb state facts to describe the grave situation existing. (2) Statesmen, experts in international affairs in government and political economy, give their solutions regarding how to achieve "one world."

Snow, Edgar. *Stalin Must Have Peace.* New York, Random House, 1947. 184 p. A newspaper correspondent who has spent many years living in Russia, Edgar Snow reveals that Russia, far from wanting a major war, is incapable of rousing its people or summoning sufficient resources for a conflict which could only bring national suicide. He believes that United States and Russia can cooperate politically despite their different ideologies.

Sternberg, Fritz. *The Coming Crisis.* New York, The John Day Company, 1947. 280 p.

This book translated from the German by Edward Fitzgerald, gives a fearful picture of the world political situation, and states that if conditions and trends continue, World War III is inevitable.

United States Department of State. *Preliminary Proposals for an International Trade Organization.* Bulletin No. 2756. Washington, D.C., United States Government Printing Office, 1947. 24 p.

An official paper giving the present policy of the United States to strengthen the established International Trade Organizations so that they may expand world trade and employment by (1) reducing trade barriers, (2) curbing cartel and monopolistic restructions, and (3) guiding inter-governmental arrangements.

Wallace, Henry A. *Fight for Peace.* New York, Pamphlet Press. 1946. 23 p. Mr. Wallace gives statistics to show the tremendous cost the present world insecurity is forcing upon the United States. Also he gives a criticism of our "get tough with Russia" policy, with arguments in favor of a "give and take" policy.

Periodicals

Austin, Warren R. "Formula for World Peace." *Vital Speeches,* 13:80-5, November 15, 1946.

United States Senator Austin, Chief Delegate of the United States to the United Nations General Assembly, in this speech given before the General Assembly at New York, October 30, 1946, discusses the potentialities of the United Nations.

Browne, Louis E. "Will the Soviet Union Cooperate with the United Nations?" *Annals of the American Academy of Political and Social Science,* 246:42-48, July 1946.

Mr. Browne, who has been executive-secretary of the American-Russian Chamber of Commerce since 1929. answers questions raised in his title with "Yes," and gives reasons and evidences to substantiate it.

Burns, Edward M. "Myths of the World Government." *Free World,* 11:19-21, June 1946.

Mr. Burns, Associate Professor of History, Rutgers University, refutes some of the arguments raised by a Federal World Government.

Bush, Merrill E. "World Organization or Atomic Destruction." *School and Society,* 64-353-5, November 23, 1946.

Mr. Bush is Director of Adult Education and Social Relations of the American Unitarian Association. He declares that the United Nations is already obsolete. He

discusses four major charateristics of our time and lists four tasks ahead of us in order to bring about an adequate World Organization.

Carleton, William G. "Ideology or Balance of Power?" *Yale Review*, Summer 1947, 36:590-602.

Mr. Carleton, professor of political science, University of Florida, states that (1) the United States and Soviet Union view world politics in a different light, (2) the last two wars helped dissolve nationalism, and (3) that nationalism today is beset from all directions.

Eagleton, Clyde. "World Government Discussion in the United States." *London Quarterly of World Affairs*, 12:251-8, October 1946,.

Dr. Eagleton, professor of international law at New York University, writes a short history of the federal world movement, and his article is a good source of authority for many statements favorable to world government.

Fineletter, Thomas K. "Timetable for World Government." *Atlantic Monthly*, 177:53-60, March 1946.

Mr. Fineletter, lawyer and writer, was consultant to the United States Delegation to the United Nations Conference at San Francisco in 1945. He favors a federal world government, but shows what he calls the "fallacy of gradualism" in attempting to have the United Nations evolve into a World Government.

Hutchins, Robert M. "Commencement Address." *American School Board Journal*, July 1946. p. 49.

The Chancellor of the University of Chicago and a brilliant thinker, writer and lecturer, Dr. Hutchins points out that in order to have a world government we must have a world community. He states how the hearts and minds of men must be changed to bring about this world community.

Lewis, Edward R. "Are We Ready for a World State?" *Yale Review*, 12:491-501, March 1946.

Lewis, an attorney and author of several books on political thought in America, attacks the common arguments in favor of establishing a world government by showing: (1) the impossibility of many nations becoming members, (2) representative government would be outvoted, (3) that there is not a historical analogy between United States when it was thirteen colonies and the states under the United Nations, (4) the world state offers no more protection against the atomic bomb than can treaten the present United Nations.

Lie, Trygve. "The United Nations; Now a Going Concern." *Rotarian*, 9:8-10, September 1946.

The Secretary-General of the United Nations presents a bright picture of the organization and maintains that it is a flexible organization which will meet changing conditions.

Lie, Tryge. "Lasting Peace in Our Times." *Rotarian*, 71:8-10, September 1947.

The Secretary-General of the United Nations states that war does not have to happen again. He points out that the present international machinery is adequate if people can be educated to the idea that war is unnecessary and that preparation for war is impractical and suicidal.

Murdock, Abe. "Federal World Government." *Congressional Record*, 92:1407-1408, March 15, 1946.

The United States Senator from Utah, speaking before the Senate, March 15, 1946, presents the resolution of International Rotary urging that action be taken to establish a federal world republic.

Wyatt, Tracy D. "World Government is Common Sense." *Progressive Education*, 24:10-11, October 1946.

As New York Secretary for the Campaign for World Government, Mr. Wyatt argues that the United Nations and the World Court are insufficient and uses authority and logic to plead his cause. He brings out the fact that Robert Humber, Rhodes Scholar, has written a "resolution requesting the President of U. S. to initiate the procedure necessary to formulate a Constitution for the Federation of the World," and that legislatures in fourteen states have already passed this resolution. He also calls attention to the world government resolution of Glenn Taylor, Democrat from Idaho, calling for the "creation of a World Republic" (Senate Resolution 183).

Possony, Stefan T. "Peace Enforcement Under the United Nations Charter." *Yale Law Review*, 55:937-49, August 1946.

As professor of geopolitics, Georgetown University, the author makes an evaluation of the powers of the present Security Council and makes recommendations to strengthen it and implement its decisions.

Rappard, William E. "The United Nations as Viewed from Geneva." *American Political Science Review*, 40:545-51, June 1946.

Mr. Rappard, Graduate Institute of International Studies at Geneva, Switzerland, in this address given before the American Political Science Association in Philadelphia, March 26, 1946, points out the flaws in the present United Nations.

Roberts, Owen J. "Real World Parliament to Keep the Peace." Vital Speeches, 12:426-8, April 22, 1946.

Owen J. Roberts, former Justice of the United States Supreme Court, in this speech delivered at the Associated Press Luncheon at New York, April 22, 1946, outlines and compares the United Nations to the Articles of Confederation of the United States, points out its weaknesses, and gives a plea for a real world government.

Snigelman, Joseph H. "What Are We Afraid Of." *Harper's Magazine*. No. 1167, August 1947. p. 124-131.

This is an adaptation of the first chapter of Spiegelman's book by the same title to be published early next year by Yale University Press. He is opposed to a federal world government on the grounds that (1) it would

lead to despotism and (2) the less endowed nations have us at their mercy even in a World Democracy.

Sweetser, Arthur, "From the League to the United Nations." *Annals of the American Academy of Political and Social Science*, 246:1-8, July 1946.

Mr. Sweetser, Chairman of the United Nations Information Board, as a former official in the League of Nations and one who fought the fight for the League for twenty-three years, maintains and gives substantial proof that the United Nations has much more chance to succeed than there ever was for the League of Nations.

Truman, Harry S. "World Unity." *Vital Speeches*, 13:3-5, July 15, 1947.

The President of the United States points out the cost of isolationism and that there must be international respect for human rights. He states that to withhold support of international machinery because of fear of the "interference by some nation in the internal affairs of another nation" is fallacious. This he demonstrates with good analogy.

Webster, Charles K. "Patterns of Peacemaking." *Foreign Affairs*, 25:596-611, July 1947.

Sir Webster, professor at the London School of Economics, speaks with authority gained not only from a lifetime of study but also from his experience as a member of British delegations at the Paris Peace Conference (1918-19), the Dumbarton Oaks Conference (1944), and the San Francisco Conference (1945). The last two pages point out the difference in principles between Russia and the "Western Powers" which may be usable for our debate proposition.

Wright, Quincy. "Making the United Nations Work." *Review of Politics*, 8:528-32, October 1946.

Dr. Wright, Professor of International Law and International Relations at the University of Chicago, advocates developing the United Nations in the direction of a federal world government. He lists the difficulties, and presents possible solutions to the problems presented.

NEWS NOTES

Willamette took top honors at the tournament this fall at Whitman College, Walla Walla, Dec. 4-6.

The Oxford tour of the country early this year has been an interesting thing to watch. Everywhere the British team has been it has gained praise and goodwill. Seems like pre-war days are here again, when the British tour again.

The Universities of Colorado and Missouri are sending teams to Hawaii this spring.

Tau Kappa Alpha plans a meeting at the National Speech Convention at Hotel Utah, Dec. 28-30.

Dallas C. Dickey, formerly of Louisiana State University took two Florida University debate teams with him November 11 to show L. S. U. how to do it. He found twenty debaters out at L. S. U. Waldo W. Braden is coach at Baton Rouge and has three assistants: Iline Fife, Fred Tewell, and Mary Hamilton.

Edd Miller, formerly at Texas University, is assisting and studying at the University of Michigan, Ann Arbor.

Robert Oliver has left Syracuse and is now with the Korean Pacific Press at 1620 Eye St., N. W., Washington.

John Black of Kenyon College, Ohio, was recently elected president of the Central States Speech Association. Joseph H. Baccus of Redlands was elected President of the Western Speech Association for the coming year.

Mary Washington College, Fredericksburg, Virginia, is also getting under way on its National Tournament to be held March 25-27, 1948.

Boston University has answered the urge to hold a National Tournament in the affirmative and has already begun preliminaries.

A number of new names are appearing in the coaching staffs of the various colleges and universities. Appearances indicate that pre-war conditions are returning rapidly. Among the new names are:

Edgar G. Shelton, Jr., Texas Univ.

Robert Cathcart, Purdue University.

Egbert Ray Nichols, Jr., Univ.. of Oregon (back to Speech from the Navy.)

Rex P. Kyker, Abilene Christian College.

J. T. Daniel and Annabel Dunham, Univ. of Alabama.

Solomon Simonson, Univ. of Denver.

Douglas Ehninger and Wallace Fotheringham, Ohio State.

E. S. Wallace, Millsaps College.

Calvin Callaghan, Syracuse Univ.; Marion E. Hawkins, River Falls, Wis.

Orland S. Lafforge, Manchester College, Ind.

Norman J. Temple — Bates, 1st Semester. Quimby on leave.

M. G. Christopherson, South Carolina University.

The Nichols Publishing House is projecting a continuance of mimeographed books on Oratory and Intercollegiate Debates. Contributions to these new books are welcomed.

Alfred Westfall, the old veteran at Colorado Aggies, is on leave this first semester. Westfall, having now turned the editorship of the Pi Kappa Delta Forensic over to Wilbur Moore of the Michigan College of Education at Mt. Pleasant, has gone back to his Shakespeare studies at the home university, Missouri.

The new National Tournament Manager at West Point is Cadet Wade Dickinson III. His address is Company K-2, U. S. C. C., West Point, New York. All correspondence concerning the tournament should go to him.

RADIO SECTION

EDITED BY HALE AARENES
Stephens College, Missouri

The object of this department is to promote all educational interests of the radio. Contributions welcomed.

Discussion Takes the Air

By Howard C. Hansen

Almost all modern extra-curriclar school activities take a lot of time. Some observers and some participants say they take *too much* time, especially if an activity seems to interfere in any way with regular class work. There is some truth and some fiction in this. The *truth* lies in the fact that such activities are meant to be "extra" and therefore must come second to class work. The *fiction* lies in at least two places. First, critics often hold unconscious prejudices wherein their adverse attitudes are expressed not so much against one activity as in support of others they prefer. Second, directors of such activities are often not shrewd enough to organize with precision and administer with efficiency. They are not guarded enough to discourage either the dabbler who brings with him an inadequate sense of responsibility, or the fanatic who would make the activity the hub of the scholastic universe.

Any of these factors can make a farce and a fruitless chore out of an extra-curricular activity. I'd like to recommend a plan of procedure which I have used successfully in applying curricular speech classwork to the related extra-curricular activity of radio broadcasting, to the advantage of both.

Our radio station WMMC is operated on the wired radio principle; that is, the transmitter's antennae take low-powered radio frequency current directly into the campus buildings we wish to cover. Otherwise the equipment and practices are like those of any radio station. The only difference lies in the fact that our signal is limited to covering the campus. Students tune their radios to 570 kilocycles and pick up the station just as they would any other.

It is the broadcasting policy of the station to serve good radio fare for the campus audience and at the same time to be a practical laboratory, with professional standards for students with vocational interests in radio. Whether the students are taking or have taken curricular courses in radio is of no concern; the station is staffed with the best talent available on the campus.

Naturally, in such an arrangement there are both old and experimental forms of broadcasting taking place Imaginative material is produced as often as it becomes available. The better forms of broadcasting—the talk, drama, interview, news, book reviews, interpretative reading, music, discussion —are enployed where they will do most good.

All these forms of broadcasting take a great deal of preparation. Often ambitious aspirants discount the hours of preparation required for a fifteen or thirty minute broadcast. Then, too, on small liberal arts campuses students, wisely or unwisely, often take an interest in more than one extra-curricular activity. It is often a real problem to get sufficient rehearsal to make the production of a program worthwhile to the listener and to the student broadcaster. It is equally difficult to convince a student that a week-end out of town, or a date, or some other extra-curricular activity might have to be set aside! Student broadcasters are as acutely aware of the satisfactions which come from a program well-done as anyone; but, being "learners" in a sense, they don't always see the virtue and necessity of complete preparation.

In producing our group discussion program called "What's Your Opinion?", a solution has been found. The answer lies in relating work done in the fundamental speech course to the preparational aspects of this broadcast.

Sixty students taking the fundamental speech course for one extra credit meet once a week throughout the semester to participate as speakers or audience in a series of group discussions under the class guidance of an instructor. The philosophy and techniques of group dis-

cussion come to be understood in an ordinary curricular way. Once a week before performance, four students are empaneled to present a question. They confer among themselves, with a student moderator and the instructor. The area of the question is mapped and preliminary points of view are clarified. The members of the panel are then ready to do their necessary independent research. After this the panel again meets with the chairman, who discovers from talking with them the best manner of ordering their presentation and ways of introducing and stimulating the course of the discussion. The students prepare four-minute talks based on their research and introspection. As often as possible an "expert" from the faculty sits in with the panel during the actual discussion and after the talks helps to keep the students on the main issues, contributes factual knowledge and otherwise lends stability to the situation.

After the main talks and the comments by the expert the discussion is opened up to the student audience for questions and comment. Generally a student critic, who has been appointed in advance, summarizes the discussion material covered and the manner in which it was presented. On the whole this discussion hour has proved itself to be of great value in teaching the student the value of group problem-solving methods and techniques. It also has proved itself to be an excellent source of prepared talent for the broadcast of "What's Your Opinion?"

"What's Your Opinion?" is directed and produced by an advanced student in Radio Directing who is using the station as a laboratory. This director has a schedule of the speech course discussion topics and attends those discussions which are found suitable for broadcasting. Armed with hearing this first discussion the participants and moderator are empaneled by the director for a subsequent broadcast of the same question to take place within a week. The broadcast runs fifteen mintes. The director asks the panel members to further refine their thinking on the question to two-minute presentations. During a minimum of two rehearsals the director makes what suggestions are pertinent to the content of the broadcast, clarifies microphone technique and points out that about six minutes of the broadcast period will remain for the participants to question one another with or without the promptings of the moderator.

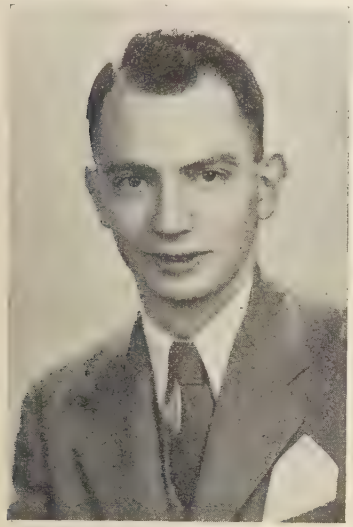
The broadcasts are usually packed with good thinking and cross-questioning. By the time the students reach the microphone they have gone through what amounts to necessary and proper over-preparation, and they have been forced to get at the heart of the matter and to make each word count. The students profit from this refining experience and perhaps come to appreciate the significance of an anecdote attributed to Woodrow Wilson. When asked how long it would take him to prepare a ten-minute talk he said two weeks. When asked how long it would take him to present an hour talk he said he was ready any time. From the standpoint of the listener, the broadcasts are free from ambiguities, loose thinking and amateurish stumbling. The listener has been given reliable information upon which to base future judgments. That, of course, is the purpose of the program.

From the point of view of the station high standards can be maintained, and the plague of long preparation and rehearsal hours is eliminated without sacrificing program quality. This plan also brings to the microphone many students who otherwise would not have the experince.

The questions which have been discussed on WMMC come from different areas. A listing would include: "Is the Lecture System Valid?", "Can We Improve Our Extra-Curricular Program?", "Who Should Go to College?", "What is the Status of Man's Knowledge of Atomic Energy?", "What Should Go into a Basic Library of a College Graduate?", "Should Every College Girl Take a Course in Homemaking?". It will be noted that the subjects are either timely or of great topical interest to the students on *our* campus.

I am not sure such a close relationship can be established between all our progam types and their curricular counterparts. Where it would be easy to relate radio acting and radio speaking classes to the station's function, on campuses with extensive radio curricula, theatre acting courses do not lend themselves to this plan. And the problem becomes more complex when one seeks for coordination beyond the limits of the speech department itself. While radio uses music and must rehearse it, music departments often have their own tight schedule to maintain. However, I do believe that the philosophy behind this kind of curricular and extra-curricular integration is sound and thorough-going and ought to be considered carefully in connection with radio program-building.

Professor F. W. Orr has retired from active leadership in Speech at the University of Washington. When he came to Washington in 1925 he had a staff of one instructor and two teaching fellows. Now the department numbers 22. Professor Orr has been prominent in the development of symposium debating and problem solving discussion. He is the author of two speech texts: Essentials of Effective Speaking and Voice and Speech. Professor Orr was one of the founders of The Western Speech Association and was its president in 1933-34. He was also one of the organizers of the Washington State Speech Association. Dr. Orr will be succeeded as head of the Department by Dr. Horace G. Rahskopf, who has been a member of the Speech Staff since 1928.



TECHNICALLY SPEAKING

Question Box or Department of Technical Information

GEORGE McCOY MUSGRAVE, Editor

Here Are the Answers

1. When the topic requires the affirmative to recommend a plan of action, but does not specify when the action is to be taken, may the affirmative specify whatever date it chooses?—E.D.W.

It is generally agreed that the affirmative does not have such freedom. When a time limit is not specified, the affirmative is required to advocate the immediate adoption of the proposed plan, allowing a reasonable time for the working out of details and the establishment of administrative functions. The important point is that the affirmative is not permitted to delay until conditions have changed in some significant respect.

The alternative, allowing the affirmative to install its plan at whatever date it sees fit, could be carried to ridiculous extremes. The affirmative might well recommend that action be taken 10 years from now, when the plan could be adopted under highly favorable circumstances. The negative's position could be identical, and no debate would ensue. Therefore, it is generally agreed that the affirmative must recommend that its plan be put into effect in the near future.

One writer, taking this same stand, pointed out that since the topic does not mention any specific date, the wording committee did not envision such an affirmative case, and therefore the case would be out of order. This, it seems to me, is a fairly weak argument, even though it supports what I believe to be the right conclusion. One could reply that possibly the wording committee deliberately omitted the date to give the affirmative freedom of choice, or that the wording committee simply overlooked the possibility of delayed affirmative action. The committee's failure to consider certain possible cases does not in itself indicate that such cases are in any way out of order. A stronger position, to me, is the thought that delayed adoption of the affirmative plan is not permissible simply because if permitted it might easily result in a highly distorted interpretation of the topic which would eliminate the clash of opinion, as shown in the example above.

One last question remains to be settled. Is it not true that as a general rule the affirmative is permitted to recommend whatever plan it chooses, so long as it includes everything specified by the topic, and does not conflict in any way with the requirements of the topic? And if this is true, how can it be reconciled with the position that, even though the topic says nothing about the date the proposal is to be put into effect, the affirmative must recommend that the plan be installed in the immediate future? My reply would be that every debate topic, by implication, contains certain thoughts that are not expressed. One such thought is that Constitutionality and similar factors will not be allowed to stand in the way if the plan is proved desirable. And another such thought is the one we are discussing here—that the affirmative must recommend action for the near future. Even though such thoughts are not expressed in the wording of the topic, strong reasons for them exist; they are generally recognized, and they must be observed.

2. My coach says that next year I may debate on either the affirmative or negative team, as I choose. If the topic itself seems even to me, which side should I pick?—J.S.

When the topic is well chosen and properly worded, it is highly doubtful if there is any advantage to one side or the other. That is, affirmative debating as such is not necessarily easier than negative debating, nor is the converse true. Individuals do sometimes express a marked preference in this respect, without even knowing what the topic is; but I am convinced that such few cases are individual idiosyncracies, perhaps due to past experience, rather than any real difference in the type of debating employed.

The affirmative, of course, has the burden of proof. If it fails to show that action should be taken, the negative wins. Or as it is sometimes expressed, "If nobody proves anything, the decision goes to the negative." This is true, but is not quite so one-sided as may appear on first glance. Each team has a burden of proof: each must prove any assertion it strives to establish. Since, however, the initial burden is placed on the affirmative, it is given both first and last speeches in compensation. This arrangement is considered by most debaters to be entirely equitable.

Likewise, opportunities for strategy are present in about equal measure in both affirmative and negative debating. The affirmative may present an unexpected plan or unexpected advantages for the usual plan. The negative may present an unexpected counterplan, or unexpected disadvantages in the affirmative proposal.

Likewise, I sincerely doubt whether there is any real difference between affirmative and negative sides with respect to subject matter in the ordinary debate. Individual prejudices and past habits of thinking may make a given debater prefer one side to the other, but there are always so many unexplored possibilities in every topic that it is highly doubtful if the final truth is reached. The resourceful debater finds that each argument always seem to have an answer, if he looks far enough. And the answer has an answer, and that answer has an answer. The winning team, ordinarily, is the team that digs farther into the question and comes out with a more convincing presentation of the case. Hard work and debating skill are the important factors, not the side of the topic that happens to be assigned.

Why not ask your coach to let you debate both sides next year? Perhaps he'll agree to the arrangement. The experience gained will be valuable, and your own effectiveness in debating will be increased. My belief is that no debater is prepared to put up a *first rate* case on one side until he has also debated the other side, and more than once. The highly skilled, experienced debater—the man who takes part in say 60 debates per year—would be inclined to look down his nose at the "specialist" who can only debate one side of the topic. Skill comes through experience, and through experience on both sides. By all means talk to your coach, and see if something like this can't be worked out.

3. How much help do you think a coach is justified in giving his teams?-J.S.

Since debate is essentially an educational activity, the coach must keep constantly in mind the educational value of the approach he uses. He certainly can not do all the work of the teams. And he certainly can not expect them to get along without helpful guidance. Neither extreme would be educational, and neither would be good debating; the optimum point must be found somewhere between these extremes.

First, someone must decide which students will compose the team, and no one is as well qualified to make this decision as the coach. The team captain, if any, can likewise be designated by the coach.

Second, the coach is best qualified to develop the speaking ability of the contestants to the fullest extent.

Third, the coach is expected to know more about the techniques of debating than his debaters know, particularly the inexperienced ones. Therefore, it is his duty to impart this knowledge in as complete and thorough a manner as possible.

Fourth, sooner or later the teams muct learn the difference between strong arguments and weak ones, and how to find the former. It is not sufficient for the coach to provide such information in generalities. Specific examples, taken from the current topic, are required if the lesson is to be learned. Therefore, the coach must be *in* the thick of the preparation-of-arguments stage. He should feel free to point out weak arguments and show why they are weak. He should feel free to suggest stronger arguments, provided he does not become dogmatic. I do not believe, however, that the coach is justified in digging up evidence to support these arguments, except to the extent that any well-informed person might volunteer facts that have come to his attention. He doesn't have to hold back any information at his command, but he should let the debaters do the library research. That is just my own opinion.

Fifth, the physical well-being of the debaters is highly important for first-rate work, and the coach must take part of this problem under his wing. Football players and their coaches have no monoply in this respect.

Sixth, the most valuable experience encountered in my own high school and college debating were the *post mortems* conducted by the high school coach as we drove home from each debate. He went through the debate step by step, argument by argument, showing our weak spots, partciularly in subject matter, but also in delivery. The spirit of these *post mortems* was not at all critical, but simply information we needed for the next debate. As I look back, I believe he raked us over the coals quite thoroughly. Not once was there any feeling of resentment, partly because of his tactful and helpful manner, and partly because in each case we had the judge's decision to console us; if the decision had been unfavorable I think he would have been even more tactful.

But conducting *post mortems* is probably the most important single task of the coach, if he is sincerely

interested in the educational value to the students. Parenthetically, it might be added that in tournament work, where each school is expected to provide a judge, some schools have adopted the highly commendable bringing along a special judge (other than the coach), leaving the coach free to listen to the team and help them after each debate. Improvement during the tournament can be expected under such circumstances.

EDITORIAL and COMMENTS

Incentives

Most persons need an incentive if they are to produce. This is true whether one labors by hand, by machine, with his own intelligence, for pay or even for himself. The average person will do a prodigious amount of work, if it is fun or turns out to be a pleasant or amusing pastime. If he gets interested in it, a task loses its boredom as a task and becomes a pleasant occupation. We have done nothing in making these statements except reiterate well known truths. Anyone who has ever worked at a disagreeable task and at a pleasant task, admits them readily.

The average person begins a task reluctantly unless he knows he is going to like doing it. That is just plain human nature. Some persons put off writing until they are so completely ashamed of themselves that they finally get up enough will power and compulsion to drive an unwilling mind to the pen or typewriter. Other persons dread to speak before the public, even a small public. Students put off getting their lessons until the last minute because their incentive grows dim, and the average human being hates to work.

Wages are an incentive as well as a necessity. Men will work to live. They will work to get money even when they have money. I really must qualify this a bit, however—some men are said to decline work if they have a dollar—"What I want a dollah foh? I done already got a dollah." 'Rastus, however, is an exception that proves a rule. Most men like to have another dollar, and another dollar—just as the locust came along and took another grain of corn.

Human beings have been inventing and applying incentives for accomplishments that require work for ages. Not all work is entered into because of wages or gain in finances. There are other motives that lead men to work. One of them is rivalry, man enjoys a contest. The spirit of matching skill, intelligence, strength, etc., has been an incentive utilized since man was in the stone age, if not before. One cannot lightly condemn a force so well known and so useful in human endeavor and achievement. Educationally this principle has been used from time immemorial.

One of its commonest forms emerges in debate. We are told that the old monks used to debate in medieval colleges on how many angels could dance on the point of a needle. I daresay they must often have debated many more important subjects. At least they learned to train their students in what they called disputation. In order to increase learning, they used the competitive method.

In these days there is a reaction against incentives. Labor resents being led into increased production by incentives. Educators frown on the things students love to do for fun, or for the spirit of competition, in favor of getting something dry and hard that will inform the student the difficult way. Why not use the natural way? Perhaps some of us are bound to be too superior to admit that the past had anything to give us except Ph.D. degrees. Result — we train ourselves to be "stuffed shirts."

I once knew a professor who held that debate and drama and things of this sort were not educational because students enjoyed doing them. To learn anything from his point of view required that it be difficult if not downright disagreeable.

He made us think of a line in Shakespeare's Othello: "You are one who would not serve God, even if the devil bid you."

There are persons who think the taboo on pleasure or enjoyment is essential to the educational process. For them it is wrong to engage in debate if one enjoys it. The old monks used to wear hair shirts, too. But why go on ad infinitum—we have certainly made our point.

Yes, you heard me mumbling next—the persons who object to pleasure in contest debating and to contests with the rivalry incentive—are—are—you finish it.

E.R.N.

PROGRESS

Even if tournaments grow worse, the patience of participants seems able to contend with even that possibility, so cheer up, maybe the worst is over. Even the pastime of panning tournaments seems to be on the wane at conventions, and perhaps that is a hopeful sign. The worst denunciatory speeches, where of, one has come into my ken recently, which once would have been generously applauded was seeming greatly deplored,

and maybe that is a good sign. Perhaps we are learning the lesson, that united we stand, divided we fall applies to speech.

We do not all agree on what is progress, but each man in his own way seems determined upon progress. That is encouraging for several hundred determined men can't all be wrong.

These are interesting days in which to live. Some persons however, would have chosen an older period. Some few perhaps would rather have been born in the next generation. But for those of us who are satisfied to live and live now—let us live to the utmost and do it NOW. Acquiring and developing the gift of speech is one way to live widely, deeply, and effectively through influence over others and over our times. Yes, surely, these are great days to be alive.

CONVENTIONS

The article about Dean Ray K. Immel of S. C. in this issue reminds me of the Dean's attitude toward conventions. He loved them, chiefly as a place to renew friendships and old acquaintances. The Dean didn't waste much time in sessions; he held forth in the corridors and lobbies always visiting with a friend or making new acquaintances. To the Dean a convention was an opportunity not to be lost or neglected. He never missed one he could get to for he had a professional spirit as well as a love for his fellow workers, and a convention was a part of his life and love and duty. Would there were more like the Dean.

Book and Magazine Article Reviews

MRS. ELSIE GRACE NICHOLS, EDITOR

COMPULSORY FEDERAL ARBITRATION OF LABOR DISPUTES

Julia E. Johnsen Reference Shelf, Vol. 19 No. 6. H. W. Wilson Co., December 1947.

In selecting and arranging the material for this book Miss Johnsen has used the familiar plan of General Articles — Articles favoring the Affirmative and Articles favoring the Negative — following all with an extensive bibliography of the subject.

In all she has used completely or in excerpt a portion of about thirty articles from various magazines. Many of her selections are from publications not usually found in a high school library, hence the book should be extremely valuable to coaches who wish their squads to read widely and gain an extensive background for the question under discussion.

Miss Johnsen is an experienced editor and with the extensive facilities available to her in the offices of the H. W. Wilson Co. she is able to produce an excellent and well rounded book on almost any subject. In this year's high school debate subject she has maintained the excellent work shown in previous volumes. The book should be in the hands of every high school debate team.

FOUR OR FIVE HANDBOOKS FOR THE HIGH SCHOOL DEBATER

The Mid-West Handbook. H. E. Gibson, Jacksonville, Illinois.

The Platform News Complete Handbook. J. Weston Walch, Portland, Maine.

The Marquette Researchers Handbook. Hugo E. Hellman.

The Selected Readings on Compulsory Arbitration in Basic Industries. E. R. Nichols, Redlands, Calif.

Compulsory Arbitration — A Manual for Secondary School Debaters, National Association of Manufacturers.

The Book by Eugene C. Chenoweth, University of Indiana, Bloomington, Ind.

These books are all valuable in their different methods and approaches, and are useful tools for the high school debate squads. The Hellman book is superior in furnishing arguments and ideas, the Platform News Book is good in analyzing material and bibliography and informing the student where to read and make research.

Mr. H. E. Gibson is the debate editor of *School Activities*. He has had many years of practical experience in furnishing the high school student valuable materials.

Mr. Nichols book is a carefully planned selection to give the student background and valuable material pro and con. He makes use of much material from the Senate Hearings on the Taft-Hartley Bill.

Mr. Chenoweth's book has not yet reached us but knowing something of its editor we predict that he will produce an excellent and useful book. Mr. Chenoweth is head of debate at Indiana University.

Prof. E. C. Buehler plans to return to editing his annual high school book, but will not be in the field until next season.

We have not had an opportunity of seeing the Debater's Guide by the Debate Research Bureau of Glendale, Calif., but mention it as a newcomer in the field.

Last, the National Association of Manufacturers found themselves so interested in this year's high school

subject that they have issued a special handbook for free distribution. Although naturally Negative in their interests, they have produced a creditable pamphlet which does not smack too much of propaganda and should prove a valuable aid to high school debaters. Can be obtained by writing to The Industrial Relations Department of the Association at 14 West 49th St., New York 20, N. Y.

COLLEGE HANDBOOKS:

J. Weston Walch — Complete Handbook on Federal World Government. Portland, Maine.

E. R. Nichols — Selected Readings on Federal World Government. 814 Campus, Redlands, Calif. Second: 2 volume set on A Study of World Government.

H. E. Gibson — The Mid-West Debate Handbook. Jacksonville, Illinois.

A collection of previous numbers in the H. W. Wilson Reference Shelf.

The above group constitutes the main college aids on the federal world government subject. As this is one of the selections for the high school subject next year and has a good chance of winning, the above books are recommended to the high school debaters. Prof. Nichols is planning a second book and may even go on to a third if the high schools choose this subject.

In general these books follow the same scheme their editors use for the high school books. There is enough variety in them to justify the college debaters in using all of them.

HOW TO DEBATE SUCCESSFULLY, by James N. Holm, and Robert Kent. Pub. by J. Weston Walch, Portland, Maine.

Looking over this mimeographed text of how to Debate, one wonders why no one ever thought of doing it this way before. It is a simple treatise on developing a debate illustrated by constant reference to this year's intercollegiate debate subject. Such a method is ingeniously practical, and is just what the beginning debater is looking for. The why and wherefore of everything is explained, illustrated, and made clear. In fact the treatise is a very fine example of clear writing. Step by step the authors proceed through the debate, developing each definition, issue, argument, method, proof, refutation, resubstantiation as they go. It is an easy treatise for a beginner to follow for he is told every move and the reason for it. When he finishes reading the book, he understands debate; it is no longer a vast, technical mystery to be begun in fear and trembling. He feels like a master, everything is made easy. Moreover, if he gets stuck and unable to proceed after trying to get his debate case ready, he still has the book there before him to refer to. It will set him right if he misses the way. He can proceed with the utmost confidence, for the way is adequately pioneered.

Messrs. Holm and Kent deserve thanks and congratulations for producing such a simple, straightforward, and helpful guide to debate. It all but puts the coach out of the picture for anyone following the book would not really need a coach. Coaches will be grateful that there is a book like this to lift a lot of drudgery of debate off their shoulders. The elementary things that sometimes get boring are all dealt with effectively, clearly and skilfully.

FUNDAMENTALS OF PUBLIC SPEAKING, by Donald C. Bryant and Karl R. Wallace. D. Appleton — Century Company. Pub. May 1, 1947.

This is the new text for the fundamentals class in speech. It approaches the art of speech from the speaker's point of view. The speech process is explained and developed with the speaker at one's elbow as a companion on a journey through the forest of techniques.

The introduction explains what public speaking is, removing the difficulties and misconceptions, and developing the communication thesis or theory of public speaking.

Next the speaker is led into his early tasks easily and naturally. What is meant by delivery is explained and stage-fright and nervous inhibitions are cleared away, and first procedures are made familiar and easy to manage.

The authors then explain and interpret the Psychological basis of the speaker's task.

The speaker is then ready to begin preparation seriously and is led over the ground of selection of subject and materials.

Next he is taught to use support material, analyze and outline it, and build introductions, conclusions and transitions. The principles of interest then come in for attention.

Return is made next to delivery with the object of improving the techniques and methods of the speaker. Voice comes in for attention and improvement, and action and gesture get attention.

The speaker is then led into matters of planning and devices of effectiveness to increase his power of persuasion, influence over the audience, power of suggestion, and appeal.

Finally the types of speeches for special occasions are set forth.

On the whole this is a very logical and effective book in teaching the student the speaking process. It is simple, understandable and clear.

Phi Rho Pi is preparing to hold a National Convention this year and is busy on the job of selecting the place. The organization has not held a convention since 1941 when a meeting was held at Charleston, South Carolina. Weber College of Ogden, Utah, is rumored to have invited the organization to meet at Ogden.

SPEECH PERSONALITIES

RAY K. IMMEL*

By ALAN NICHOLS

ON the 11th day of April, 1945, Ray Keeslar Immel, Dean of the School of Speech of the University of Southern California, passed away. With his passing, a supreme teacher and administrator, a great and lovable character departed.

Dean Immel was born on a farm in the township of West Gilead, Branch County, Michigan, October 31, 1885. He attended the rural and public schools, and in 1904 was graduated from the Cold Water, Michigan, High School. After teaching one year, he studied at Albion College for two semesters, then interrupted his education to teach one more year. He next matriculated at the University of Michigan where he received his A. B. degree in 1910.

As an undergraduate, the Dean became interested in the field of public speaking; as a consequence, he devoted his life to the cause and development of speech education. During the period 1910-12, he was Professor of Oratory and head of the department at Muskingum College. Returning to Michigan as a teaching assistant, he was awarded the A. M. degree in 1913: and for eleven years thereafter was a member of the faculty of this pioneer department of public speaking, then guided, as for many years, by the venerable and respected frontiersman in modern Speech, Thomas C. Trueblood. During this period the Dean founded and managed the Michigan High School Debating League.

Dean Immel early pooled his energies with those of the little coterie of Founding Fathers who nurtured and reared to maturity the National Association of Teachers of Speech (now the Speech League of America.) Accustomed to the Association's far-reaching activities today, our generation is likely to forget, or at any rate to minimize, the debt we owe to these "early settlers." At the close of the First World War, the Association's financial affairs had developed a crucial front. Continued publication of the Journal hung in the balance. At the convention of 1919, Ray K. Immel undertook the office of Business Manager, on condition that no bill should be contracted and no check written without his authorization. He ruled the finances with an imperial hand. At each annual gathering, each item of expense was searchingly inspected by the Executive Council, a final account was approved for payment, and each Founding Father faithfully contributed his pro rata share to meet the deficit. After five years the Association achieved the stability which it has since maintained.

Ray K. Immel, formerly Dean, School of Speech, University of Southern California

In 1924, Ray K. Immel became Dean of the School of Speech of the University of Southern California, a position he occupied until his death. He found there a College of Oratory, one of the best of its type and period. He renovated the basic courses; introduced the Drama Work Shop and expanded the instruction in the theater arts; he introduced speech correction and pathology and initiated the Speech Clinic; and in general he directed the transition and development into the thoroughgoing and modern School of Speech which he headed at his death.

To his friends, it may be a bit surprising to learn that Dean Immel did not consider himself a scholar. "I would have liked to be a great scholar," he once wrote, "but this was never vouchsafed to me." Yet the list of his achievements scarcely sustains this conclusion: Doctor of Philosophy, University of Michigan; President, National Association of Teachers of Speech; member of Phi Beta Kappa, Phi Kappa Phi, Tau Kappa Alpha, National Collegiate Players; listed in Who's Who in America, Who's Who in American Education; Who's Who Among North American Authors, and American Men of Science; author or co-author of The Delivery of a Speech (1920), Debating for high schools (1929) Public Speaking for High Schools (1930), Speech Im-

*ED. NOTE—*We print herewith the account of Dean Immel (he was Dean for all of us on the West Coast) written for the Quarterly Journal by Dr. Alan Nichols of U. S. C.*

provement (1936), Speech-making Principles and Practice (1938). Considering such attainments all of us will readily honor him as a "scholar", even though he modestly withheld the designation from himself.

So much for the academic side of our friend; let us contemplate for a few moments the prime features which made his character truly great and lovable. On August 22, 1934, at Laguna Beach, California, "on a hill overlooking the blue Pacific," as he described it, Dean Immel composed an obituary message to be read "to those who love me and whom I love." Excerpts from this message, his own phrasing, will best assist us in our meditations.

One characteristic which distinguished Dean Immel was his capacity to extract humor — kindly humor, never caustic or malicious — even from the sternest situations. Regarding this capability, he wrote:

"I have found humor to be the saving grace of life. As long as one can laugh from the heart, he is not conquered. And I seem to have been blessed with a sense of humor. I cannot claim always to have found it when I wanted it most, but in general it has made its home with me and its presence has eased many a sharp pathway through life. I have not loved bitter humor, or cynical humor, or the humor that springs from the misfortunes of others. But I have learned that what seem often to be important things in life turn out to have been but petty matters after all, and that a laugh at the right moment helps to save one's sanity. And I have tried to laugh with others rather than at them."

During his twenty-one years at Southern California, seldom the day that some student or member of his faculty, with troubled mien and a critical problem, did not seek the genial Dean of the School of Speech. Oftimes, even before the problem was stated, the Dean had instructed the conference with a bit of wit or a "story." Hundreds entered in tears to exit laughing.

But the trait which dominated Immel's life and fashioned his philosophy, the characteristic which pervaded his daily thought and action, was his insatiable drive to help others, to remove from the road the cobblestones. This he aptly and ingeniously expressed in his farewell message:

"I have made many mistakes, some of them grave. In an imperfect world, with an imperfect human nature, mistakes seem inevitable. I do not excuse mine. Many of them were avoidable and should have been avoided. But if I were to allow myself one tribute, made by me to myself, it would be this: I have never deliberately done anything to hurt another. That I have hurt others goes without saying. But the hurt was never deliberate. This, perhaps, more than anything else, sums up my religion; to make others happy, to shield others, so far as possible, from unhappiness, and, within these limits, to live life to the full. These three things I have earnestly and sincerely tried to do."

Thousands who came in contact with Dean Immel will testify that this simple tribute to himself is, in the fullest sense, true. No student or colleague applied to the Dean for aid without finding a sympathetic and effective champion. The understanding and discerning advice, the wise and efficacious action were always and forever available. In the daily routine of living, there must be few others to whom so many owe so much.

In framing a conclusion to these meditations, and for want of capacity to phrase it better, I shall resort to Dean Immel's own language:

"For life is good. It has been so to me. I have been one of those who love life for its own sake. I have loved the good men and women with whom my lot has been cast. I have loved the sunshine and the grey shadows. I have loved my work. I have loved my family. I have been as happy as it is given the sons of men to be. If life has offered troubles sometimes, it has seemed to make up for them in added happiness thereafter, and perhaps the troubles were only the shadowy background for the happy actors that played their parts in the higher lights of the front stage . . .

"I have not feared life and I do not fear death. I shall be sad to see the sunshine of life fade into the dusk of evening, but I shall not fear the dusk. Perhaps it will be a welcome relief from the brighter life of midday. At any rate, I have lived and loved. I have tasted life and found it good. I have been deeply loved, and when the time comes I shall go with a heart of peace . . . .

"Have I overrated myself? Perhaps. I have always been one to respect himself and his opinion. Perhaps now, as I sum up a life and a philosophy, I respect both too much. This I shall leave to others. I wish no person ill; I wish all persons well; of this, at least, I am sure.

"I like the German way of saying 'Goodbye.' And so to those whom I love and who love me I say GLUCK AUF and LEB WOHL! Good luck, and may you live well — and happily."

And so we say *Gluck Auf* and *Leb' Wohl* to you, Dean Immel — scholar, colleague, Founding Father, laugh-maker and trouble-chaser, generous, sympathetic, kindly friend — Dean.

Ed. Note: May I add to this beautiful tribute to the Dean, a man we all loved and admired who knew him, that he was a great comrade, and inspiration to us, a friend who helped and cooperated, a leader who accompanied us on the way, light hearted, cheerful, kindly, always seeing the best ahead, and a good place for everybody. If the way involved sacrifice, the Dean was the first to submit for the sake of the good to come for others. He needs no caption or degree to emphasize his abiding place save that he was a man of GOODWILL.

Talkers will refrain from evil speaking when listeners refrain from evil hearing.

The best way to kill time is to work it to death.

Truth is stranger than fiction. In fact, it is a perfect stranger to too many persons.

HIGH SCHOOL HANDBOOK

Division

Edited by HUGO E. HELLMAN

THE NATIONAL DEBATE SUBJECT

Resolved: That the Federal Government should require arbitration of labor disputes in all basic industries.

WHAT ABOUT THIS "COMPULSION WON'T WORK" ARGUMENT?

We are told glibly by everyone that compulsion won't work. Capital doesn't want it and labor doesn't want it — in fact nobody wants it. At the heart of every American's attitude toward service in the army or navy is hatred of compulsion. Americans do not like to take orders — they want to do as they jolly-well please, now, next week,next year, next decade — in fact, that is the way of life — spend a lifetime doing as you please.

Frankly, this is tommy-rot. Nobody does as he pleases. Everybody is more or less under compulsion. To begin with — there are the home ties. They demand a lot of things one would rather not do — but he does them just the same. His sense of obligation and decency drive him to it. He has to do them. Then there are social conventions — do they compel you? Certainly you don't do as you please. You do as society dictates or you take the consequences — and they are not pleasant — you'd rather avoid them, so you put a check on doing as you please. To continue — there is law — you know it costs money if you are caught disobeying traffic laws, so you are careful. You try to obey them — you usually manage it. Then there are the common laws — you comply with them because it doesn't pay to be a disorganizer. If you analyze your reasons and your desires, you will have to admit that you were compelled.

There are very good reasons why we should be compelled. Living as we do gregariously, we have to obey the rules, for the common good demands and compels it.

All law is a matter of restraint and compulsion. Well, if that is true, where does freedom come in? What are we free to do? We are free to do anything as long as it does not violate the freedom and rights of others. As soon as we violate the rights and freedom of others, we hear from them. If it is a serious disagreement, we have courts to judge our cases and set us right. Our vaunted freedom is a matter of Liberty Under Law. Nobody does absolutely as he pleases.

Well, then where does labor and capital and management get the privilege of doing as they please, of avoiding government compulsion, of striking or locking out and ignoring public welfare? In insisting on special license or privilege, are not capital and management and labor so overstepping the universal law, that there isn't much real argument behind this contention.

In addition they are very inconsistent. While insisting upon having no compulsion placed upon them, capital and labor delight in compelling each other. The strike is built upon this principle, and so is the lock-out — so is the union to a great extent for that matter. The old adage — In Union There is Strength — means exactly this: Strength to compel others.

In the army you can't talk back — you obey - you take orders.

In the family you may talk back — but you obey.

In the social conventions — you may criticize, but you end up by complying. Nobody gets away with doing exactly as he pleases in this world.

Now why can't bull-headed business men and thick-headed labor leaders get this point. They do, but if they can bluff us into thinking it won't work, they can do as they please and get away with it, while we, the public, suffer from labor disputes, strikes, lock-outs, and all the rest of the shenannigans called, jurisdictional disputes, hot cargo, picket lines, boycotting, closed shop, etc.

The friends of labor on the Senate Committee that drafted the Taft-Hartley Act — the so called Slave Act — found that labor would not help them write a fair law. In fact, they would not admit the need of any new law. When the flagrant practices of the unions

were pointed out to them, they insisted that the unions be allowed to take care of their own unfair practices. They have been talking that way for years, but have never taken any action to stop jurisdictional strikes for instance or any other labor abuses. Why should we keep on trusting them to do something, when they have had years to do things and have never done them? All they were willing to do was put up calamity howls before the Senate Committee — Management was trying to kill off the unions! Oh, yes, indeed, management saw its chance and all this legislation was definitely anti-labor! A friend of labor would insist on a do-nothing policy. Even the friends of labor on the Senate Committee holding hearings on the Taft-Hartley bill warned labor that they were disappointed in labor's attitude and told them frankly that whether they liked it or not there was going to be legislation passed. If it proved to be unsatisfactory legislation from labor's standpoint they had no one to blame but themselves for their policy of non-cooperation. Even independent labor union leaders saw the point and denounced their colleagues in the A. F. L. and C. I. O. for their obstinacy and hostile tactics.

It all comes down to the fact that law can favor one side or the other, and whichever one is gaining power or rather holding power, is extremely reluctant to give it up. Considerations of justice and fair play do not greatly impress either management or labor. The American people cannot afford to have either of them in the saddle very long for they have proved to be equally tyrannical and unreasonable in positions of power and responsibility.

Compulsion cannot be enforced, says the glib-tongued debater. Do you mean by that, young man or young lady that either labor or management will defy government? John L. Lewis did try it and what happened to him? The A. F. of L. refused to listen to him and voted his 13th Vice-Presidency out of existence, and there was nothing for him to do but walk out again. Then there was that fellow — What was his name — Avery? who thought up a sit tight act against the government in behalf of Montgomery Ward. Did he get away with it? Seems to me I remember something about police carrying him out, not too gently.

To insist that labor will defy law to any great extent is to traduce labor. The majority of members of the unions are Americans first and union members later. Management may groan a bit about it, but usually falls in behind law. You can't enforce it—this compulsion! That's what you think — period....

If government cannot enforce law — why do we have government? What is government for? The argument that compulsion is unenforceable smacks just a bit of hooey. It is true an unpopular law is difficult to enforce — but would compulsory arbitration be unpopular? Would it be as unpopular as a railroad strike, a coal strike, a steel strike, a telegraph and telephone strike?

Along the Tournament Front

THE SEASON'S CALENDAR

ED. NOTE. — *We present herewith the best list we have been able to assemble of the 1947-48 season's activities. We regret that it is not more complete and accurate, but we hope it will serve as a useful reference list to be verified for those who make active use of it by further correspondence.*

ALABAMA:

Azalea Tournament at Spring Hill, Ala., Feb. 5, 6, 7, 8. James B. Irby, Director.

Alabama Discussion Meet. Open to colleges of Alabama and neighboring states, Nov. 6-8, 1947, Tuscaloosa. Director, T. Earle Johnson. Topic — Peace.

Univ. of Alabama — High School meet. Spring — date not set.

ARIZONA:

Arizona State Tournament. April 18-19.

CALIFORNIA:

College — Speech Events for Calif. Colleges by Calif. Tournament Ass'n. Nov. 14-15; Wade Ruby, Director. Pepperdine College.

Practice Meet — Six rounds, Debate. Also High School meet. Nov. 21-22. L. A. City College.

Southern California Tournament Ass'n Meet — Santa Barbara State College, Dec. 5-6. Director, Evelyn Kenesson. Debate, extempe, oratory. Men, women, upper, lower.

Southern California Tournament Ass'n. Meet — Debate, California Institute of Technology. Feb. 6-7. Director, John A. Schutz.

Speech Events Meet — Southern California Tournament Ass'n., at Univ. of Calif. at L. A., Feb. 21.

Calif. Tournament Ass'n. Spring Tournament — College of Pacific, March 26-27, Stockton. Edward Betz, Director.

Pepperdine Penthalon. Pepperdine College, Los Angeles, May 6-7. Wade Ruby, Director.

High Schools — Fairfax Novice Debate T., Nov. 1, '47. Fairfax High, L. A.

Speech Festival, Belmont High, Los Angeles, Nov. 15, '47.

L. A. City College Meet — Debate and Speech Events, Nov. 21-22.

U. S. C. High School Meet, Dec. 12-13. Debate and Speech Events.

Round Robin Debate T. Excelsior High, Norwalk, Jan. 17, '48.

N. F. L. District Meet, Feb., Alhambra High. Debate and Speech Events. Feb. 27-28.

Novice Individual Events, Marshall High, L. A., March 12.

So. Calif. NUEA, Univ. of Redlands, April 9-10.

No. Calif. NUEA, College of Pacific, Stockton, April 3-4 or 9-10.

Student Congress Civic Center, L. A., April 30 - May 1.

State Championships Meet, Bakersfield J. C., May 8, 1948.

Beverly Hills Debate T., Beverly Hills High, May 15.

COLORADO:

Univ. of Colorado H. S. Clinic, Oct. 18. Director, Thorrel B. Fest.

Second Annual Univ. of Colorado Invitational Tournament, Dec. 5-6.

Rocky Mountain Forensic League, Univ. of Denver, Nov. 5, 6, 7.

Colorado-Wyoming League, Univ. of Denver, Oct. 23.

Rocky Mountain Speech Conference, Univ. of Denver, Feb. 12-14, '48.

Joint Province Meet — Pacific Coast and The Plains, Ft. Collins, Colo. April 1-3.

FLORIDA:

Stetson Pre-Season Practice Tournament, Dec. 6. Director, Richard C. Brant.

GEORGIA:

All Southern Meet — Atlanta. Date not set.

IDAHO:

Inland Empire J. C. Tournament. U. of Idaho, Moscow, 10th yr. Jan. 16-17.

ILLINOIS:

Northwestern Univ. National Broadcast Opening the 1947-48 High School Season, 10:30 a. m., Nov. 16.

Egypt's Speech Festival, H. S. Contestants. Carbondale, Ill., Dec. 6. P. Merville Larson, Director.

High School Debate and Discussion Meet, Illinois State Normal University, Normal, Dec. 13.

16th annual Invitational Debate T., Ill. State Normal Univ., Normal, Jan. 9-10.

11th annual Invitational Debate T., Eastern Ill. State College, Charleston, Feb. 7.

High School Invitational Speech Meet, College High School, Charleston, Feb. 14.

Illinois Intercollegiate Oratorical Ass'n., State Normal Univ., Normal, Feb. 23.

Metropolitan Debate Union T., East Aurora H. S., Feb. 21.

Ill. H. S. Ass'n. District Contests. Locations to be chosen. Feb. 28.

Metropolitan Debate Union T., Thornton Fractional Township H. S., Calumet City, March 6.

Ill. H. S. Sectional Speech Contests, at Champaign, Dwight, Greenville, Lincoln, Macomb, and Rockford, March 13.

Illinois Intercollegiate Debate League, Illinois College, Jacksonville, March 26-27.

Joint Province, Pi Kappa Delta Meet, Illinois-Missouri Provinces, Southeast Missouri State College, Cape Girardeau, Mo.

Central State Speech Association, Chicago, April 2-3.

State H. S. Ass'n. Finals, Univ. of Ill., Urbana, April 16-17.

Interstate Oratorical Ass'n., Northwestern Univ., Evanston, April 22-23.

INDIANA:

Purdue University — 6th annual Regional Congress, Lafayette, Oct. 16-17.

Purdue Univ. 16th annual High School Debaters Conference, Dec. 5-6.

Indiana Univ. H. S. Debaters Conference and Legislative Assembly, Bloomington, Dec. 5-6, '47.

Indiana State Teacher's, Terre Haute Eighth annual H. S. Speech Festival, Jan. 23-24.

Indiana University, Bloomington, Second Annual Forensic T., Feb. 27-28; Debate, Extempe, Oratory. Limited to two teams from each college.

Indiana State Teachers' College, Eighth annual Intercollegiate Speech T. Debate, Extempe, Oratory, After Dinner, March 5-6, '48.

Annual Western Conference (Big Nine) Debate T., Purdue Univ., Lafayette, April 2-3.

Annual N. F. L. State District T., Indiana State Teachers College, Terre Haute. Debate and Speech events, April 10, '48.

Indiana University, Bloomington, Forensic Tournament, Feb. 27-28.

Hoosier Debate T., Colleges — Indiana Univ., Bloomington, March 20.

Indiana Discussion Festival, Indiana Univ., Bloomington, April 17, '48. For H. S.

National Tau Kappa Alpha Discussion Contests and Conference, Indiana Univ., Bloomington. April 22-24.

IOWA:

High School Discussion Conference, Iowa State Teachers College, Cedar Falls, Nov. 14-15.

Univ. of Iowa Conference on Post-War Problems, Iowa City, Dec. 5-6, '47.

Intercollegiate Discussion and Debate, Iowa State Teachers College, Cedar Falls, Dec. 12-13.

Annual Bindly Discussion and Debate T., Iowa State Teachers College, Cedar Falls, Jan. 16-17.

Univ. of Iowa, Intercollegiate Debate and Discussion T. (Includes debate, discussion, extempe, after dinner, original oratory, and student senate; 7th annual meet, Feb. 27-28, '48.

State of Iowa Meet, Iowa State Teachers College, Cedar Falls, March 12-13. State H. S. Meet.

KANSAS:

H. S. Tournament, Pittsburgh State Teachers College, Nov. 21-22. Robertson Strawn, Director.

College Tournament, Pittsburgh State Normal. R. Strawn, Director. Dec. 12-13.

H. S. Debate T., Wellington, Dec. 5-6.

High School Debate T., Hutchinson, Kans. Dec. 12-13.

H. S. Debate T., Topeka, Dec. 14-15.

Economy College Debate T., McPherson College, Jan. 17.

Sixteenth Annual Forensic T., St. John's College, Winfield, March 12-13.

H. S.. Speech Festival, Dodge City J. C., Dodge City, Kans., March 25-27.

Univ. of Kansas Debate Institute and Clinic, Oct. 17-18.

Debate Institute and Clinic, Dodge City J. C., Oct. 24.

Debate and Discussion Institute, Wichita Univ., Wichita, Oct. 25.

Debate Institute and Clinic, Ft. Hayes State College, Nov. 1.

Invitational Tournament, Southwestern University, Winfield, Nov.

Discussion Tournament, Washburn College, Nov.

State Finals High School Debate, Univ. of Kansas, Lawrence, Jan.

State High School Debate T., Feb. 7-14.

Practice Debate T., College of Emporia, Feb. 7.

Missouri Valley Forensic League, Univ. of Kansas, Lawrence (Date not set.)

Speech and Drama Festival, Univ. of Kansas, March (date not set.)

Kansas Intercollegiate Debate League, Macpherson College, March.

Kansas Peace Oratorical Contest. McPherson College, March.

LOUISIANA:

Tulane University, Glendy Burke Intercollegiate Forensic T., Debate, Extempe, Oratory. Feb. 28-29.

MAINE AND NEW HAMPSHIRE:

New England H. S. Debate T., March 27-28.

New England Preparatory School Tourney, Bates College, Lewiston, March 12-13.

New Hampshire Division Championship Tourney, Bates College, Lewiston, April 9-10.

Maine Division Championship, Bates College, Lewiston, April 23-24.

MASSACHUSETTS:

Boston University First Annual High School Tourney, Dec. 12-13.

Boston University College Invitational T., Feb. 13-14.

Mass. Institute of Technology Invitational College Tourney, April 2-3.

MICHIGAN:

Michigan State College, East Lansing, High School Clinic, Nov. 15.

Western Michigan, Extempore Speaking, Nov. 22.

Central Michigan, Peace Oratory and Extempore Speaking, Dec. 5.

Michigan State, East Lansing, Freshman Debate Conference, Jan. 17.

Michigan State College Men's Debate Conference, Feb. 14.

Michigan State Normal College Combination Tourney of Michigan Colleges, April 17.

Michigan College Oratory Meet, Albion College, March 5.

Michigan State College, East Lansing, Pi Kappa Delta Province, April 8-9.

Interpretative Reading Contest, Hope College, May 7.

MINNESOTA:

Minnesota State Teachers College, Fifth Annual High School Speech Festival, Dec. 6. Allen G. Erickson, Director. Moorhead, Minn.

15th Annual Red River Valley Debate Tournament, Concordia College, Moorhead, Minn., Feb. 5-7.

MISSISSIPPI:

Millsaps College, Jackson, Miss., Dec. 5-6. Debate, Oratory, Extempe, upper and lower, 8th annual. Director, E. S. Wallace.

MISSOURI:

Univ. of Missouri High School Forensics Conference, Dec. 5-6.

Kirksville, Mo., State Teachers College, Mid-West T., Dec. 5-6.

MONTANA:

Second Annual Northwest Intercollegiate Speech Tournament, Montana State Univ., Missoula, April 23-24.

Speech and Drama Clinic and Practice Tournament for high schools, Nov. 22, 1947.

NEBRASKA:

8th Annual Invitational Intercollegiate Debate Tournament, Kearney State Teachers College, Kearney, Nov. 15. H. L. Ahrendts, Director..

Univ. of Nebraska, Intercollegiate Debate and Discussion Conference, Feb. 27-28. Debate, Oratory, Discussion, Extempe, Radio.

NEW HAMPSHIRE:

Dartmouth, Invitational Frosh Tourney, April 30-May 1.

NEW YORK:

West Point National Intercollegiate Tournament, April 30-May 1 or later.

Brooklyn College Tourney, March 12-13.

NORTH CAROLINA:

16th Annual South Atlantic Tournament, Lenoir Rhyne College, Hickory, N. C. Director, Albert Keiser. March 4-6, '48.

OHIO:

Denison Pre-season Tournament, Granville, O., Nov. 1.

College of Wooster, Wooster, Ohio, Direct Clash Tournament, Nov. 15.

Hiram College ((novice) Tournament, Dec. 13.

Otterbein Invitational, Jan. 17.

Oberlin College Legislative Assembly, Feb. 14.

Northeastern Ohio Varsity Debate, John Carroll Univ., April 2-3.

Ohio Teachers of Speech Tournament, For Women, Dec. 5-6. For Men, Feb. 27-28.

Freshmen Debate Tournament, Ohio Univ., April 17.

6th Buckeye Debate Tournament, Kent State Univ., Feb. 14, 1948.

Second Annual Legislative Conference on Public Affairs, Ohio State Univ., Columbus, March 4-6, 1948.

High Schools:

Dayton, Oakland High School, Annual Prince of Peace Contests, Nov. 1.

Western Ohio NFL Debate Tournament, Newark H. S., Newark, Nov. 8.

Dayton, Fairmont H. S. Annual Student Congress, Nov. 22-23.

Hamilton, High School All-Events Speech Meet, Dec. 6.

Lima, South High School, All-Events Speech Meet, Dec. 13.

Springfield, All-Events Speech Meet, Dec. 17.

OKLAHOMA:

Univ. of Oklahoma, Annual Debate and Discussion Institute for high schools, Oct. 16-18.

Oklahoma College for Women, Chickasha, Poetry Festival, Nov. 7-8.

East Central College, Ada, Invitational Tournament, Dec. 4-6.

University of Oklahoma Debate Tournament, Also extempe, oratory, interpretation radio, at Norman, Jan. 30-31.

Univ. of Oklahoma, Intercollegiate Discussion and Debate, Feb.

Savage Forensic Tournament, Durant, Southeast State College, March 5-7.

Univ. of Oklahoma, Norman, Poetry Festival, March.

Univ. of Oklahoma, Norman, Oklahoma Junior College Forensic Tournament, March.

High Schools:

District H. S. Forensic Tournament, Southeastern State, Durant, Jan.

District H. S. Forensic Tournament, Phillips University, Enid, Nov. 14-15.

District H. S. Forensic Tournament, Oklahoma Baptist Univ., Shawnee, Nov. 14-15.

Classen H. S., Oklahoma City, Invitational Debate Tournament, Jan.

District H. S., Forensic Tournaments, East Central College, Ada, Feb.

District H. S. Forensic Tournament, Southwestern Inst. of Tech., Weatherford, Feb.

District H. S. Forensic Tournament, Northwestern State College, March.

District H. S. Forensic Tournament, Panhandle A. & M. College, Goodwell, March.

District H. S. Forensic Tournament, Central State College, Edmond, March.

District H. S. Forensic Tournament, Northwestern State College, Tahlequah, March.

University of Oklahoma, State High School Speech League Contests, Finals, April.

OREGON:

Pacific University Invitational State H. S. Meet Nov. 15. Director, A. C. Hingston.

Annual Linfield High School Tournament, McMinnville, Feb. 6-7.

Annual Linfield College Tournament, McMinnville, Feb. 26-28.

Willamette Univ. High School Tournament, Salem, March 19-20.

PENNSYLVANIA:

Univ. of Pittsburgh H. S. Tournament, Dec.

Temple University Novice Tournament, Dec. 13.

Penn State College Debater's Convention, Mar. 19-20.

RHODE ISLAND:

New England Model Congress, April 19-20.

SOUTH CAROLINA:

Univ. of S. Carolina—Province of the Southeast (Pi Kappa Delta), April. M. G. Christopherson, Director.

TENNESSEE:

Maryville College — Smoky Mountain Tournament, Feb., V. M. Queener, Director.

Annual Southern Speech Conference and Tournament, Nashville, Apr. 6-7.

Annual Congress of Human Relations, Nashville, Apr. 8-10.

TEXAS:

Texas College of Arts and Industries, Kingsville — Tournament Nov. 21-22.

Univ. of Texas Debate Institute, Austin, Dec. 12-13.

Abilene Christian College, Abilene, Texas, NFL Invitational, Dec. 6.

Baylor College Forensic Tournament, Waco, Dec 6-7.

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For Bulletins, Address: Lee Edward Travis, Head, Department of Speech, the University of Southern California, Los Angeles 7, California.

15th Annual Abilene Christian College, Abilene Forensic Meet, Feb. 12-14.

Baylor Univ. H. S. Tournament, Waco, Feb. 20-21.

Texas Interscholastic Meet, Abilene, Texas, April.

UTAH:

United Nations Assembly, State House. Sponsored by Western Teachers of Speech Association, Dec. 29-31.

Western Association Forensic Tournament, Univ. of Utah, Dec. 29-31.

VERMONT:

Univ. of Vermont—Debate Tournament with varsity, J. C. and novice divisions, Dec. 12-13.

VIRGINIA:

Grand National Forensic Tournament, Mary Washington College, Fredericksburg, March25-27.

WASHINGTON:

Northern Branch, Western Ass'n. Tournament, Whitman College, Walla Walla, Dec. 4-6. Debate, Speech Events and UN Congress. R. D. Mahaffey, Director.

8th Annual Inland Empire Tourney, Gonzaga Univ., Nov. 21.

College of Puget Sound Practice Tournament, Nov. 14-15.

Gonzaga University Invitational Tourney — high schools, Jan. 30-31.

8th Annual Lewis and Clark Preseason Cross Question Debates, Nov. 8.

Puget Sound College Tyro Forensic Meet, Tacoma, Feb. 12-13.

Puget Sound College High School Tournament, Tacoma, March 12-13.

WISCONSIN:

Eau Claire State College—Annual Speech Institute for High Schools, Nov. 1.

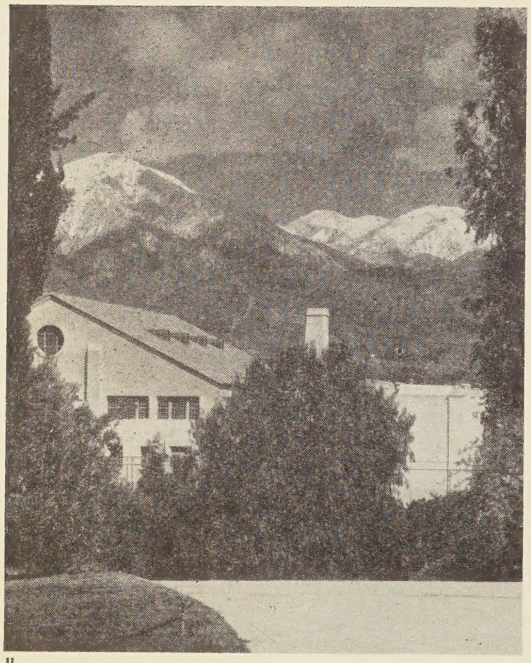
Eau Claire Discussion Tournament for High Schools, Nov. 15.

Eau Claire 4th Annual Debate Tournament for High Schools, Jan. 10.

4th Annual Speech Meet (Colleges), Eau Claire, Feb. 20-21.

River Falls State College—B Debate Tournament for inexperienced debaters, 15th year, March 30.

George W. Finley, Secretary of Pi Kappa Delta, is assembling a file of the Forensic from the beginning for the office of the Editor of that publication, who is now beginning his four year term, Dr. Wilbur Moore of the Central College of Education at Mt. Pleasant, Michigan. Dr. Moore succeeds Dr. Alfred Westfall of Colorado State, who has served Pi Kappa Delta as Editor for a period of many years including the difficult period of the Second World War.



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JIMMIE CLIPSHEARS, HIS CORNER

Here I am again, 'cause there's a hole in this page. They are changing my name to Filler. Even then they wouldn't give me a chance till they ran out of news notes.

But whoever loses his temper loses out, so I wait patiently.

Carrying a chip on your shoulder is the easiest way to get into a fight.

Buck-passing is a good way to lose out on the dough.

Talking about others is an easy way to unpopularity.

There is so much good in the worst of us, and so much bad in the best of us, that it is hard to tell which one of us ought to reform the rest of us.

Some people are like rivers. Whatever is in them comes out at the mouth.

A college education never hurt anyone willing to learn something afterwards.

Doing nothing is the most tiresome job there is because we can't stop to rest.

The trouble with some people is that they say what others only think.

Anger makes the mouth work faster than the mind.

We make a living by what we get, we make a life by what we give.

Prof. Charles Battin of the College of Puget Sound has arranged for a joint meeting of the Pi Kappa Provinces of the Plains and of the Pacific Coast to be held at Ft. Collins, Colo., April 1-3.

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